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ABSTRACT

The document deals with a five year followup study of three California high school districts starting with 1963 graduates. The project was intended to discover if the guidance and curriculum activities offered enable students to make a satisfactory transition from high school into areas of work, school and/or homemaking. The following information was obtained: (1) actual activities of former high school students compared to their anticipated activities; (2) former students' views of counseling and curriculum opportunities in the high schools in relation to their past high school activities; and (3) business and industry's reaction to incoming workers just out of high school and college and insights into current and future employment needs. Two methods were used to obtain this information: (1) the project coordinator visited every senior social studies class prior to graduation to find out students' intended future activities and to explain the purpose, methodology and involvement in the project; and (2) three questionnaires were sent to all graduates throughout the first year. Included are statistical results of the acquired information. Also listed are representative comments contained in the questionnaire responses of the graduates and samples of all questionnaires used throughout the study. (Author/MC)

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PROJECT SEARCH

A FIVE YEAR FOLLOW-UP STUDY OF HIGH SCHOOL GRADUATES

N.D.E.A. TITLE V-A

THREE DISTRICT COMPOSITE REPORT

Compiled by

EVELYN T. DONALDSON
June, 1969

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PROJECT SEARCH

A FIVE YEAR FOLLOW-UP STUDY OF HIGH SCHOOL GRADUATES

Funded by N.D.E.A. Title V-A

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Compiled by

Evelyn T. Donaldson
Sequoia Union High School District

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June, 1969

". . . we may properly expect that every form of education be such as to stretch the individual to the utmost of his potentialities. And we must expect each student to strive for excellence in terms of the kind of excellence that is within his reach. We must learn to honor excellence (indeed to demand it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness however exalted the activity:

An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

John W. Gardner
Excellence, Can We Be Equal and Excellent Too?

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SECTION ONE

- I Background and Description of PROJECT SEARCH
- II Sociological and Ethnic Background of Participating Schools
- III Overview of Student Responses and Summary of Statistics
- IV Conclusions, Implications and Possible Courses of Action

FINAL REPORT - N.D.E.A. PROJECT SEARCH
Composite Report - Three District Five Year Follow-up Study

SECTION ONE

I. BACKGROUND AND DESCRIPTION OF "PROJECT SEARCH"

A. NDEA Title V authorization for three high school districts to undertake a five-year follow-up study commencing with 1963 graduates.

B. Participating districts:

1. Fremont Unified School District
2. Fremont Union High School District
3. Sequoia Union High School District (Two High Schools)

C. Goals and purposes of Project Search

1. GOALS: In a changing society, it is essential that schools preparing young people for assimilation into that society, be aware of essential guidance and curriculum ingredients that help make a a satisfying transition from high school into areas of work, school, and/or homemaker. Until recently few follow-up studies of breadth and depth were conducted. Therefore, authorization was granted in 1963 for three districts to undertake the follow-up study for the purposes mentioned.

2. PURPOSE: This study, called "Project Search", has sought to discover:

   (a) The actual activities of former students after they leave high school, especially in relation to their anticipated activities;

   (b) How former students view counseling and curriculum opportunities in our schools, in relation to their past high school activities; and

   (c) How business and industry react to incoming workers just out of high school and college and to gain insights into current and future employment needs.

D. Brief Methodology: Information was obtained from graduates by two methods:

1. The Project Coordinator visited every senior social studies class prior to graduation to obtain the students' intended future activities and to explain the purpose, methodology and their involvement in the project.

2. Three questionnaires were sent to all graduates throughout the first year: one special questionnaire according to each graduate's specific activity, and two general questionnaires. (See Appendix for Questionnaires)

3. One questionnaire was sent each succeeding year up to and including the fifth year. Each questionnaire was sent to ascertain the graduates' activities and obtain specific responses concerning High School counseling and curriculum.

II. SOCIOLOGICAL AND ETHNIC BACKGROUND OF PARTICIPATING SCHOOLS

School I

Situated 36 miles southeast of San Francisco in Alameda County, the area serving this school is largely a middle class residential community. The population is presently estimated at 100,000 of which more than one-third are in K-12 grades. There are 33 elementary schools, six junior high schools, and five high schools with a sixth one scheduled to open in 1970.

Some parents of the graduates from this school work in several industries in the area, but a large proportion commute to San Francisco or to the Peninsula's electronic complex for their work. The median income is $9,300 per household with a median age of 22.

The city in which this school is located is the fourth largest city area in California. Because of this area, most of which has business and industrial development capacity, the city's growth potential is virtually unlimited.

The present unified school district is composed of five former elementary school districts. Unification took place July 1, 1964. There were four high schools at that time, two of which were absorbed in two other districts. Three new high schools have been added since unification. The class of 1963 was the second graduating class at the high school having spent their junior and senior high school years there.

The high school is considered to be in an average socio-economic area with an average student body. The major student population is Caucasian with some Spanish and Mexican-American population. There is evidence of high student morale, low incidence of student misbehavior with student achievement well within normal range and expectancies.

School II*

This school originally was situated in an agricultural community. It has experienced a growth from 9,000 in 1950 to almost 90,000 in 1967. Situated on the Peninsula of the San Francisco Bay Region, there are 123 manufacturing industries with electronics, electrical equipment, food, paper, chemicals, and research and development leading the group classifications.

Most parents of the graduates from this high school work in these firms as skilled workers and technicians. There are also many instances where both parents are employed. Some of the parents are seasonal employees, working in agriculture and food processing plants.

Of approximately 2,200 students in the high school, 25% come from minority ethnic backgrounds: 21% have Spanish surnames, 3% Oriental, 1% Negro and less than 1% American Indian.

The high school makeup and background might be considered typical of many California high schools which have experienced rapid growth and change after World War II due to industrial expansion in the immediate area.

*Excerpted from High School Accreditation Report Form B, 1968.

School III*

Located at the southern end of San Mateo County, the population of the community grew from 3,000 to 23,000 in 25 years. Of the present population, 60% is Negro. It is surrounded on both sides by wealthy counties and communities, yet is known as a poverty and problem pocket due to unemployment, low level of income, overcrowded housing, low educational attainment, and highest number of welfare recipients in the County.

The majority of occupations are in skilled labor (17%), semi-skilled labor (28%), and unskilled labor (26%) or a total of 71%. White collar workers, semiprofessional, and professional occupations total 22%. Almost 10% of the husbands in the home have second jobs, and 51% of the mothers work.

At the time of high school graduation for the class of 1963, which is part of the follow-up study, the student body was 47% Negro,10% Oriental, and 43% Caucasion. Five years later (1968) the student population was 75% Negro, 9% Oriental and Mexican-American, with the remainder Caucasian. The high school enrollment ranges between 950 and 1200.

This high school might be considered typical of a near-segregated school with a highly mobile population.

*Excerpted from W.A.S.C. Report, 1967-68.

School IV*

Located in the southwestern part of San Mateo County, the attendance of this school covers a wide area due mainly to drawing from some less densely populated communities of large hillside acreages and homesites. The population of the area within the school boundaries grew from 30,000 in 1940 to 170,000 in 1968. The high school enrollment was approximately 2100 at the time the 1963 class graduated.

Occupations of the parents in the communities are largely professional with the major ones being in business management, medical and dental services, education, law, and banking and other financial occupations.

The student body is mainly from middle class to upper middle class homes. The upper middle class and wealthy home is well represented. The majority of parents are college educated and school oriented.

This high school might be considered representative of a school in an upper socio-economic community where the curriculum and general orientation is geared toward high school and college educational achievement.

* Excerpted from W.A.S.C. Report, 1968.

III. OVERVIEW OF STUDENT RESPONSES AND SUMMARY OF STATISTICS**

A. Percent of Questionnaire Response from Four High Schools. The majority of graduates participating in this five year follow-up study were cooperative and responded with enthusiasm throughout the five year study. The composite percents of return ranged from 55% to 94% with an average of 83% return on seven graduate questionnaires. (Table 14, p. 50)

B. Corresponding Patterns of Response From Four High Schools.

1. All graduates feel the importance of early occupational goal definition in order to relate present and future educational planning to a future occupation. Due to the changing nature of our economy and labor market needs with its urgent demand for professionally and technically skilled workers, the schools have the urgent responsibility through guidance programs of assisting its youth in realistic occupational decision making. Whether high school graduates go directly to work or to college, all expressed concern about career changes or college major changes (thus prolonging the educational process) due to hazy occupational goals. Representative comments of graduates from all of the schools expressed the need succinctly:

Sequoia District Graduate in College:

"If it were possible to give a little more guidance counseling for occupational planning, I think it would be good. I realize that those of us who go on to college are expected to be better able to take care of this by ourselves, but it's just as difficult for us to find a direction as anyone else."

Sequoia District Graduate in State College - Female:
"An extensive counseling service would be valuable in many cases. Trained personnel to administer vocational aptitude and related tests would be beneficial in guiding students to investigate certain general areas."

**When referring to a few tables, some discrepancies in total percentages may be noted; these are due:
1) Rounding of Percentages, and
2) Percentages under 1% which are not included.

Sequoia District Graduate in Private University - Female:

"In ninth grade in another school system, I had a vocational exploration class where we picked and looked into various vocational fields which we thought might be of interest to us. I think a program such as this might get students thinking about what they want to do once they graduate from high school. It would be applicable to those who are going on to college and those who are dropping out of school. As an extension of this course it would be wonderful if students could try out their future vocational interest. For example, possibly it could be arranged for a girl who thought she would be interested in nursing to work as a nurses' aide or at least observe a nurse at work. A program like this could help students see what they are heading for and make their high school experience meaningful."

Sequoia District Graduate in State College - Male:

"My future was pretty clear to me in high school but I believe students in general would benefit if they were exposed to more areas and allowed to dabble in them to determine what their true interests are and where talents lie. The college where I am going has an 'Exploratory Program' for this purpose but college is a little late to begin looking for a direction in life."

Sequoia District Graduate in Junior College - Male:

"If only I had seen my counselor more often! I didn't prepare myself for any vocational goal. I wish I had of done so."

Fremont Union High School District Graduate in State College - Male:

"They are helpful in planning high school courses for future goals in college. There should be more counselors so that fewer students per counselor."

Fremont Union High School District Graduate - Housewife:

"I believe more individual help between counselor and student would be greatly beneficial. I was a college prep student and never received any "occupational problems". Both "educational and occupational problems" could have been reviewed. It was difficult to get an appointment to see a counselor. More counseling would be helpful."

"From this point I would suggest that a closer connection between parents and the school: such as parent and counselor meetings for freshmen and sophomores as this might help find a definite road for the student earlier. This would enable the student to dedicate his or her last two years of high school to gear himself toward that goal. As for classes, I believe the first two years should be exploratory and should be geared to find the students special abilities, and the last two years spent in developing his talents. I realize this is basically what is being done today, however, a more detailed program would settle the student on his road sooner."

Fremont Unified District Graduate in College

"I hadn't made any vocational plans in high school, but it would have made college and curriculum planning easier if I had. More information on vocational opportunities is needed."

2. Graduates, regardless of activity, said our schools should consider more vocationally oriented classes and should seriously encourage students to take them. The discouraging prospect of looking for jobs with no particular skills to offer an employer was felt by college students as well as those going directly to work. Over one-third of the graduates who attend college also work part time to help contribute financially toward their education. As the percentage remaining in college decreases each year, the percentage of those working while going to college increases. (Tables 7, p.43, 11, p.47 13,p.49) A second related factor is that in the composite statistics for the four schools in the three districts one year after high school graduation, 49% were in activities other than college; two years after high school graduation, 58% were in activities other than college; three years after high school graduation, 68% were in activities other than college; four years after high school graduation, 72% were in activities other than college; and at the end of five years 80% of all graduates had entered work or career at some point below a Baccalaureate Degree. (Table 3, p.39)

Graduates at work and in college expressed the need for additional and more varied vocational course opportunities; some typical comments from graduates follow:

Sequoia Union H.S. District Graduate in Private University - Male:

"I think more technical skills should be taught for students who need down-to-earth training for jobs, not idealistic mental exercises which make them unsatisfied with any job."

Sequoia Union H. S. District Graduate in Junior College - Male:

"The present high school program is geared to the student who plans to go on to college. It might be good to have more vocational courses so the student who does not plan to continue his education will be more suited and prepared for a job after graduating from high school."

Sequoia Union H. S. District Graduate in Junior College - Female:

"I think there should be more classes to provide familiarity in vocational training. Boys have mechanical training which they can use to work in gas stations, etc., and girls have homemaking classes but I think that if other classes were offered, even if they aren't in the college prep. program, it would encourage kids to try different fields. Some suggestions might be a class to encourage vocational nursing or pre-med., social work including some sociology, psychology and actual case work information. If a student can get a first hand view of a field that he thinks interesting but doesn't really know too much about he may get the incentive that will carry him through all the "preparitory" classes that he may not find too interesting."

Sequoia Union H. S. District Graduate in Beauty School - Female:

"Our High School was geared too much to trying to be the launching pad for successful college students. I never heard anything about vocational schools until I was out of High School. Something should be said in favor of girls having two majors. Girls taking only practical subjects such as business courses for economic reasons usually miss out on the pleasures of the more academic subjects. Their whole lives become so narrow. I have several girl friends that I can hardly converse with anymore. Our talks are limited to the past, the weather, clothes, men, and cars. All discussion is gone. Girls with degrees are usually just as bad off. They get married and have a family and don't use their knowledge. Everyone should be taught to use both their head and their hands, and to enjoy doing both. To be skilled in a field they can work in and pursue others only for the pleasure they can bring. The two counselors I had kept trying to cram me into a slot. They did not think of me as a young person in a world full of all sorts of wonderful things to try. They tried to close doors instead of open them."

Fremont Union High School District Graduate:

"Goal - industrial management - machinist and taking IBM courses. My high school training was and still is very helpful in my present job assignment. All industrial arts courses are helpful, perhaps a more industrial approach with design automation would have been helpful."

Fremont Unified School District Graduate:

"More classes relating directly to specific jobs are needed. This would benefit those who could not go on to college prepare for their future jobs, and it would also help future college students prepare for college major."

Fremont Unified School District Graduate

"I would suggest more vocational guidance for students who seem to be heading towards the completion of only their high school diploma. These students should be guided towards the semi-skilled and skilled labor markets. Students who are planning to go on to college would greatly benefit from some sort of visitation or limited internship in the field in which their expressed vocational goals lie."

The subordinate "image" of the vocational course versus the college prep course as it apparently exists (the "push" for college versus the low enrollment in vocationally oriented courses) in the minds of high school students, parents, and school personnel is abrogated when the college leaver in fact must face a prospective employer or the military service.

3. The subject area listed by graduates from all four high schools as most useful to them was English. (Table 83, p.230) Therefore, all graduates, regardless of activity, indicated a need for a comprehensive background in English skills, and the time with English teachers necessary for obtaining them. Graduates in college felt there was a disparity in principles of theme/essay writing learned in high school compared to the demands in college. Graduates at work and in other activities felt the need for English related to practical uses and daily communication skills. Specific areas of desired re-evaluation named most often were: logical, concise essay writing, punctuation, and grammar. The Advanced Placement English Programs were highly commended as having fulfilled major English needs for students going to college. Speed Reading was the new course desired most often in the English area. A Study Skills course, including note-taking, was the second most desired course.

Fremont Union H. S. District Comments from Three Graduates:

Pacific University - "My most valuable courses were English and Senior Problems. They had the most collegiate approach and best prepared me for college work, exams, etc."

Foothill College - "I feel that a course in speed reading or reading for 'college level' courses would be most useful to the college minded high school student, especially if he were to major in letters and sciences."

San Jose State -"Most of the courses have been and still are of some value to me. However I think the English courses I took could have been much better. I think the first two years of English (for college prep) should cover mainly grammar, spelling (Phonetically) vocabulary, with some essay writing. Then the next two years should be spent on analysis of literature and writing essays, emphasizing content (assuming spelling and grammar have been mastered).

Fremont Unified School District Comments from Four Graduates:

"Writing is the hardest problem I have faced. English in high school does not prepare you enough for college English."

"All through high school I never was told to learn anything about English grammar and now I'm 'down the tube' in Freshman English. In elementary school they said to wait till high school - high school said 'you should have had it in elementary school, so what's a guy doing to do?"

"I believe there should be greater emphasis on English communication for college prep students. Reading improvement, composition writing - more, more, more. Analysis of essays, and required reading of more books."

"I had A's and a few B's in my last two years of English, but I am having considerable difficulty with my college composition course."

Sequoia Union H. S. District - Comments from Four Graduates:

"The importance of a sound background in English cannot be overemphasized. Familiarity with symbolism and an extensive literary background are imperative. A speed-reading course would be beneficial in all fields."

"Throughout my high school and grammar school education, I was never taught to think or read properly; therefore these factors are hindering my college education."

"I would say that English is the second most useful subject to me now. During four years of English, I've learned the importance of organization, conciseness and meaning in any paper and the background has definitely proved valuable. From the comments of professors, however, it is obvious that too many college students do not know how to write a paper. Grammar, spelling, and rambling are far too frequent errors. The fact that many students have not mastered the basics of the English language or the ability to write a coherent paper is illustrated by the number of college students who fail the upper division English placement test. There are also a surprising number of enrolling freshmen who fail the subject A examination. Perhaps more emphasis should be given to the often boring, but essential elements of writing, such as grammar and spelling. This may and should occur before high school but also should be stressed during high school years. Outside reading should be encouraged, not only for a certain course but other subjects. I have only begun to realize the importance and great enjoyment of books and the knowledge, however small, which can be gained from them. More stress should be given to the knowledge of current events. Newspapers and magazines are invaluable and interest in these mediums should be encouraged."

"The English Department should stress the mechanics of essay writing more. Students should be taught to think objectively and creatively, thus, giving people the power to reason which is so necessary to our society."

4. Graduates as a whole felt counselors could be most valuable to them if they were (1) full time; (2) knowledgeable about occupations, colleges, and college majors; (3) understanding, warm individuals who took a personal, yet objective interest in each counselee. The counselor's role was not clear to many graduates and they said they would have made better use of Counselor services had they known what was really available.

Sequoia Union H. S. District Comments from Three Graduates

Junior College - Female (worked for a year) "I feel that the guidance and counseling programs are extremely important to the student. I wish that counseling and guidance were specialized areas and those who hold such positions could not hold teaching positions at the same time. This would enable the students to spend more valuable time building up what I consider an extremely important relationship."

Private College, Out-of-State - Female: "I feel counselors almost need to be 'professional' advisors and really 'know' their students' interests and abilities as well as knowing about colleges, and steer them through that knowledge in choosing the right college and, perhaps, career."

State University - Male: "Half of the problem was certainly my own - not knowing what I wanted to go into. There is a need for a better effort on the counselors' part to 'grab the student by the hand' and explain everything - or as much as possible - of the different programs offered at each college. Since being at U.C.S.B., I have received considerable help from their counseling office in the way of very detailed and involved testings. The student shouldn't have to wait until college to find out what his interests and abilities are. Counseling the college-prep student should begin as early as 8th or 9th grade; more detailed tests should be given and a plan for college should be adopted early and followed through graduation and continued in college."

Fremont Union H. S. District Comments from Three Graduates

Part time Recreation Leader - "The counseling program did not assist me in my vocational or educational fields whatsoever. I believe these two areas should be further emphasized and explored for the benefit of the individual counselee. Counselors could have been of more assistance in vocational testing and job opportunities information."

Secretary - Junior College part time - "Like all other educational problems, counseling programs could be improved by having better qualified educated people as counselors. That is, I feel that people hired should be well qualified counselors and not part time counselors and part time teachers. They should be hired for one specific purpose - to counsel."

Library Science - "I guess the problem with high school counseling is too many students and too few counselors."

Fremont Unified High School District Comments from Two Graduates

"If the counselors take a real interest in the welfare of their assigned students, I think the students feel more like staying in school. I feel this way because the years involving high school also involve a serious emotional growing-up period and if not handled delicately the emotions of high school kids could be sent completely in the wrong direction."

"High school counseling is often the only link between the high school student and college. But the counselor is often not very effective because he loses personal contact and awareness of his students' own problems because of the large number of students assigned to him."

5. As graduates gained in experience, they suggested new approaches to teaching, such as inter-disciplinary studies, flexible scheduling for schools not now structured in such a way, more teacher-student latitude in teaching-learning techniques and choice of courses.

Curriculum additions suggested by graduates besides specific vocational courses and Speed Reading as previously described, were:

Introductory courses in Philosophy, Music and Art Appreciation, Humanities, Sociology, Political Science, year course in Psychology, and Anthropology; courses in Study Skills (including Note-Taking and How to Study, and Occupational Guidance; continued movement toward Advanced Placement Courses in all academic areas; consideration of courses geared toward future homemakers and their role in a complex, demanding society, such as Marriage Relations, Sex Education, Household Budgeting, Small Appliance Repair or General Home Maintenance.

6. A great many former students expressed the thought that it is not so much the course or content that is important, but the individual teacher, his or her personality and approach to the entire educational milieu. They highly prized and commended the teacher who is organized, who cares about his students and what he is teaching them, who subscribes to a philosophy of education which includes stimulating students toward thinking creatively and in depth, and where there is student-teacher dialogue in an atmosphere of free exchange and analysis of ideas.

Sequoia Union High School District - Comments from Two Graduates

State University - Male - "My counselor and teachers were great. I'm not exaggerating one bit. It's not that they taught many things of importance, but they were very helpful in all respects while keeping a friendly atmosphere. They were adult friends eager to help any student. I understand from my brother that many new teachers were hired recently. All I can say is that if these new teachers can be as human as possible and react as humans, instead of mechanical ruler-swatters, then our high school still has a good group of educators. My high school teachers were truly all-right people. I was shown many possibilities for my future by my counselor and teachers. I asked questions; they answered as best as possible. I was shown many routes, but I chose my own. What more can I ask for. I left 24 true friends when I graduated in 1963."

State University - Male - "As stated above, I feel that my career choice made in high school turned out to be the best for me. This decision was something I made, just prior to my senior year, entirely on my own. How I made it I'm not even sure, but it wasn't made with the aid of counselors, pamphlets on careers, guest speakers of various occupations, etc. This doesn't mean, however, that I consider the above-mentioned sources of career information useless for most of the students, i.e., those looking for a specific job - to the contrary, that's one of the primary sources of help to them. People in the same boat as me, however, those that are thinking about a professional career, need something different. I feel that what keeps one going is an inspiration such as the one I received partly from a teacher. I began taking things a little more seriously that year, and was helped along by a teacher who was really down-to-earth, the first one I had seen who was unmistakably human even while teaching class - she got me to grow up. To that extent I feel that you should have as many bright, and above all, natural and sincere teachers on your faculty as possible." "During my senior year I was lucky enough to have another instructor who was one I could respect and gain something from. This was a fascinating class, and I feel it in effect really "got the ball rolling." If it weren't for the class I don't think I'd be doing what I am now. I can just say that I'm very grateful for having known him. Get more people like this - whatever of any real importance I got out of high school is attributable to people like this. Actual subject material acquired in high school is of secondary importance once one gets into college. The only way to make it for a person in my position is to have a goal to aim at, have the basic tools with which the goal can be reached, and to be fed by an inspriation. What I needed most, then, was the basic skills, such as ability to write clearly and concisely, basic study habits, etc., which I received and individuals to admire and reflect on, to gain inspiration from, two of whom I found at my high school."

Fremont Union High School District Graduate

San Jose State - I never learned to think on an abstract level until college. It was a marvelous discovery. Any discussion in English or Social Science classes would be helpful on the high school level.

C. Activities of the 961 Graduates of Four High Schools from Three California School Districts.

1. The holding power of four-year college is almost twice as great as junior college. This applies to all four schools in the follow-up study. High School students from either end of the socio-economic scale tend to plan more realistically for college than those in the middle socio-economic scale. However, this trend is reversed regarding plans for activities other than college. High School students from middle socio-economic background schools tend to plan more realistically for work, military, housewives, and special schools than those students from socio-economic background schools at either end of the scale.

Summary of Table 17
(page 53)

COLLEGE DROPOUT RATES

Four High Schools - Three California School Districts

	School I % Dropped	School II % Dropped	School III % Dropped	School IV % Dropped
Junior College	80%	83%	71%	53%
Four Year College	56%	34%	33%	30%

Average Junior College Dropout Rate, Four Schools:	67%
Average Four year College Dropout Rate, Four Schools:	36%

Graduates who enter college and drop have high school GPAs which are generally in the "average" range (1.6 to 3.0) with very few extremely high or low GPAs.

The average number of years completed in college before college drop was 1.7

School I = 1.9 years
School II = 1.3 years
School III = 1.5 years
School IV = 1.8 years

The major reason for dropping school was listed as "marriage".

Summary of Re-Cap 4
(page 224)

Reason for College Dropout

ALL SCHOOLS

	Rank	% of Response to Question
Marriage	1	19%
Took a Job	2	17%
No Definite Goal	3	15%
Poor Study Habits	4	9%
Low Grades	5	9%
Financial	6	7%
Health	7	4%
Needed at Home	8	1%
Other	9	19%
		100%

2. All graduates from the three California School Districts over-predict for college and under-predict for work. (Table 16, p.53)

While 67% of the graduates indicated college, actually only 28% had received either a four year or a two year degree at the end of five years. During the fifth year away from high school, 45% of all graduates were at work and 70% were known to be in activities other than college. Twenty-one percent (21%) of all graduates received a four year college degree; therefore, almost 80% of the graduates from four high schools entered work or career at some point below a Baccalaureate Degree.

The percent of junior college and four year college graduates was almost the same from three schools, five years after high school:

Summary of Table 2 (p.38)

Four Year College Graduates - Baccalaureate Degree

School I	9% of high school class
School II	14% of high school class
School III	10% of high school class
School IV	36% of high school class

Junior College Graduates

School I	2% of high school class
School II	3% of high school class
School III	6% of high school class
School IV	7% of high school class

3. School I had the highest percentage of housewives (not working) at the end of five years:

Summary of Table 1 (p.37)

School I	14% of high school class
School II	12% of high school class
School III	11% of high school class
School IV	9% of high school class

4. While only 15% of the graduates thought they were going to work part-time and go to school, almost one-half of the graduates who attend college also work part-time while going to school. Of those who actually graduated from college, over 60% helped finance their education through part-time work, with the majority of college graduates beginning work later on in their college education. (Table 4 , p. 40)

5. High school graduates who did not plan to go on for further schooling listed the following reasons:

1. Not Interested	37%
2. Not Required in Vocation	25%
3. Marriage	22%

Only one school (School III) had a different reason in the number 3 category, and that was "insufficient funds". (This school has the major population from minority groups).

Before High School graduation, students who do not plan to continue their schooling have High School GPAs mainly in the "average" range, 1.6 - 2.6. There were only five graduates in the 3.1 - 4.0 range. In other words, all but five of 961 graduates with 3.1 - 4.0 GPAs planned on further schooling. (Table 18, p.56)

6. Ten percent of the graduates from the high socio-economic background schools estimated their ability as superior. The next highest school was 4 percent and the lowest school was less than 1 percent. The same school also had the largest percentage who estimated their ability as above average, and almost half of the high school graduates estimated their ability as "above average." The actual high school grade point average tended to support the students' estimate of their

own ability; School IV had 8 percent in the 3.50 to 4.00 GPA range in comparison to School II whose graduates had 3 percent in the 3.50 to 4.00 GPA range.

Actual GPA Ranges - Summary of Table 24 (p.66)

	School I	School II	School III	School IV
3.50 - 4.00	No Valid Responses	3%	5%	8%
2.75 - 3.49		17%	16%	23%
		20%	21%	31%

7. Parents were considered by graduates as to be most influential insofar as educational decision making and occupational decision making other than themselves. This was true of the graduates in all four schools. Three-fourths of the graduates in both areas saw themselves as making their own decision with 3% help from school personnel in the educational decision making and 7% help from school personnel in the occupational area. (Table 21, p.63)

8. Forty-four percent (44%) of the graduates were in the college prep program in the various high schools, 21% in Business programs, 29% in General programs and 3% in industrial arts or shop programs in their schools. (Table 27, p.71)

9. Three years after high school graduation 26% of the graduates who had changed vocational plans were in school and 29% of those who had changed vocational plans were in other activities. (Table 87, p.244)

10. High school graduates who received a four-year college degree estimated their own abilities higher than graduates who obtained the junior college degree. For the 4 schools in the study, 16% of those receiving an AA degree saw themselves in the below-average range; 14% in the above-average range; conversely, of those high school graduates who received 4-year college degrees, only

9% saw themselves in the below-average range, and 39% saw themselves in the above-average range. Only 1% of the Junior College graduates saw themselves as superior in comparison to 9% of the 4-year college degree graduate. (Table 62, p.154)

11. The actual grade point average of high school graduates who were attending school during the fourth year after high school graduation indicates that 62% of them were in the 2.6 - 4.0 GPA range, and 37% were in the 1.1 to 2.5 GPA range. Comparing the actual GPA of those in school with those who were working and in the military, the percentages are reversed: 15% had GPAs ranging from 2.6 to 4.0 and 85% had GPAs ranging below 1.0 to 2.5.

Summary of Table 65 (P. 163)

Comparing H.S. GPA and Activities
Fourth year after High School Graduation

In School		Working and Military	
%	GPA	%	%PA
11%	4.0 - 3.6	-	4.0 - 3.6
17%	3.5 - 3.0	3%	3.5 - 3.0
34%	3.0 - 2.6	12%	3.0 - 2.6
62%		15%	
22%	2.5 - 2.1	25%	2.5 - 2.1
11%	2.0 - 1.6	41%	2.0 - 1.6
4%	1.5 - 1.1	18%	1.5 - 1.1
		1%	Below 1.0
37%		85%	

In relation to graduates attending either junior college or four year college, the higher the high school GPA of students, the sooner they made a firm decision about going to college. Eighty-nine percent (89%) of graduates from all schools with GPAs ranging from 3.1 to 4.0 had"known since grade school" that they were going to college. Conversely, only 27% of those students with GPA's ranging from 1.1 to 2.5 had known since grade school that they were going to college. Most students in this group had made the decision sometime during high school (66%). Seven percent made the decision to go to college after high school. None of the group in GPA range of 3.1 - 4.0 were in this category -- all had decided previous to high school graduation.

For graduates attending either junior college or four-year college, decision-making about the kind of work or profession was not made until after leaving high school by almost half of the students (48%):

Decision-making Re: Work or Profession

"Haven't yet decided"	24%	
"Decided during college"	24%	48%
"Decided senior year in high school"	24%	
"Decided early in high school"	17%	
"Decided junior in high school"	3%	
"Have known since grade school"	7%	51%

The higher the GPA, the longer they took to make the decision: 71% of those with GPAs 3.1 to 4.0 had not decided until senior year or later and of that group, 45% had not decided until after high school (19%) or were still undecided (26%).

12. The fathers' level of education was far higher for those graduates attending four-year college than those who are attending Junior College. Also the higher the father's level of education, the higher the high school grade point average of the student. (Table 76, p.211)

Summary of Table 45 (p.95)

Fathers' Level of Education

Students in 4-Year College

65% attended college
24% attained Baccalaureate Degree
24% attended Graduate School

Students in Junior College

35% attended College
5% attained Baccalaureate Degree
10% attended Graduate School

Students of parents with the highest education go on to four-year college. School III, for example, had no graduates in four-year college whose parents had less than a high school education; whereas, graduates attending junior college did have parents with less than a high school diploma.

13. The total graduates at work from all four schools ranked teacher or counselor as fourth regarding "who helped you find a job". Graduates from School I ranked teacher or counselor fourth, School II third, School III fourth, School IV third. This was the greatest area of consistency in that particular question other than "my own efforts". (Table 71, p.203)

14. Five years after high school graduation those at work indicated they had received further training since high school. 85% of the graduates at work from the four schools indicated that they had received training,with the greatest percentage being obtained either from the employer or on the job. 44% indicated the training they received was through the military service. (Table 72, p.204)

15. Graduates at work generally tend to stay in the immediate area for their work the first few years; however, with each passing year they tend to disperse to other areas though the majority still remain in the immediate area. Comparing one year after graduation with five years after graduation, we find 89% of those at work either in the South Bay Area or South Bay Peninsula Area; five years later, this percentage is reduced to 65% with 12% out of State compared to 3% out of State one year after graduation.

16. Regarding the kinds of business and industry graduates enter, there is general consistency over the 5-year period. However, there is movement in several areas of significance. For example, one year after High School graduation, 13% of those at work were in the electronic industry, whereas 5 years later 21% were in the same industry. There were fewer in general merchandise and supply areas, as well as public utilities, finance, and real estate; growth was seen in government service, construction and trade, entertainment, transportation, and agriculture. Services, the area which received the highest percentage of entry both years, maintained almost the same percentage at 31% entry one year after graduation, and 31% of those at work were in the services area five years after high school.

Specific job classifications of those at work one year after graduation and five years after graduation change little in the business areas, but growth is found in the technical and professional areas. (Table 69, p.190)

Summary of Table 69 (p.190)

Job Classification - Grads at Work			
1 Year after High School Graduation		5 Years after High School Graduation	
Business	41%	Business	38%
General	33%	General	18%
Technical	24%	Technical	33%
Professional	-	Professional	7%
Other	1%	Other	4%

Graduates were asked how helpful counselors were to them in three specific areas: Educational Planning, Occupational Planning, and with Personal Problems. Graduates responded that counselors were more helpful with educational planning than either occupational planning or with personal problems. Approximately 41% of those who responded were those graduates who were attending school either full time or part time, and that group had the highest percentage in the "no help" column and in all three areas. Likewise, 43% of those who responded in the "little or no help" column had high school grade point averages ranging from 2.6 to 4.0. These same kinds of statistics seemed to be generally true in all four schools. (Table 82, p.226)

17. Five Years after High School Graduation there was an almost equal distribution between married graduates and single graduates: 39% were single, 38% married, and 3% divorced or separated. Schools II and III had the highest percentage of married graduates, and School IV had the highest percentage of single graduates. (Table 63, p.157)

IV. CONCLUSIONS, IMPLICATIONS, AND POSSIBLE COURSES OF ACTION

The general consistency of response in certain specific areas from all graduates regardless of type of school, area from which they come, socio-economic or ethnic background, gives support and validity to the conclusions and implications which follow.

CONCLUSION I

Graduates from all four high schools from three different California school districts over-predict for college aspirations, and under-predict for the actuality of work and other areas. Students from schools with high socio-economic background predict almost in the same degree for work and for college as those from middle or lower socio-economic background. Far fewer complete college than anticipate. This is shown by the percent fewer who graduate from college than predicted before graduation.

	School I	School II	School III	School IV
% Predicted College	56%	59%	56%	82%
% Completed College	11%	17%	17%	43%
	-45%	-42%	-39%	-39%

IMPLICATION

The implication here appears to be the need for more realistic student self-appraisal (interest, aptitude, ability) with support from parents, counselors, and teachers. High School is a crucial time for occupational choice: 72% of the graduates in college, for example, indicated that occupational choice was not made before the senior year in high school. (24% during senior year and 48% after leaving high school)

Goal Orientation is vital to the academic and personal well-being of each individual and should, therefore, be determined before high school graduation where possible. Carl McDaniels of George Washington University says, "Boys and girls of high school age are not too young to choose their life work, just too poorly prepared. By the ninth grade, young people have considered and rejected many occupations, often on the basis of erroneous information. This decision making is going on with almost no effort on the school's part to help students develop an objective understanding of the world," McDaniels says. "Because many high school students begin their careers immediately after graduation, it is up to guidance workers to give youth long term, continual, and developmental help in choosing careers". McDaniels also suggests that vocational study units should be included in the elementary as well as in the secondary school curriculum.

SOME POSSIBLE COURSES OF ACTION

A. Provide the opportunity for career exploration and self-appraisal, starting ideally in elementary school, with an organized occupational and career exploration program proceeding through elementary, junior high school and high school.

B. Initiate specific occupational exploration or guidance classes at all school levels with articulation and coordination among the high schools, junior high schools and elementary schools in planning coordinated courses.

C. Expand and extend the work experience programs and career guidance activities, including planned excursions or field trips to neighboring industries.

D. Encourage any other programs initiated by teachers-counselors-administrators which would aim at helping students with goal definition.

CONCLUSION II

Graduates expressed the need for strengthening or re-evaluating various areas of the academic curriculum, foremost among them being English, mathematics, and science.

Graduates in college felt the urgency of massive writing of clear, concise, logical essays. They expressed the desire for more instruction in the structure of writing, grammar and mechanics as they apply to specific kinds of writing.

Other courses graduates in college suggested for consideration were: Anthropology, Sociology, Logic, Humanities, Music and Art Appreciation, along with more opportunity to fit these classes into their programs. Consideration of new courses should be reviewed constantly and evaluated for possible inclusion into the high school curriculum.

Graduates at work and in other activities felt the need for basic English skills, the mechanics and the practical application of writing as it applies to filling out forms, order and sales slips, requisitions, etc., and oral communication with customers and fellow workers.

IMPLICATION

Any one course in a subject area may not be applicable to the goals of all students who take that course. English programs for college-bound students might involve different objectives and content in certain areas in comparison to English for those going directly into employment. This can also be implied in the areas of mathematics and science.

SOME POSSIBLE COURSES OF ACTION

A. Establish a program for continual evaluation and curriculum research conducted as part of the school program in order to ascertain current and future needs of students.

B. Experimentation with new methods such as programmed instruction, flexible scheduling, new learning techniques, and experimental curriculum approaches.

C. Reduce certain class sizes in order to encourage individualized attention necessary for developing knowledge and usable skills.

D. Add para-professionals, teacher aides, clerks, or assistants to relieve and aid the teachers and counselors.

E. Devise other creative methods or means to stimulate and activate thinking, speaking and writing performance in students.

CONCLUSION III

Graduates overwhelmingly expressed the need for more personalized counseling and more time with the counselors for present and future planning. More concise dissemination of details and a broader scope of information-giving regarding occupations, colleges and college-entrance requirements are considered as top-priority needs by graduates from all high schools.

IMPLICATION

Graduates have indicated counselors are important to students in helping them plan educationally, occupationally, and personally if counselors are well qualified, knowledgeable and interested, and if there is time to permit an objective yet personalized relationship.

SOME POSSIBLE COURSES OF ACTION

A. Consider fewer students per counselor in order for the counselor to:

   1. Develop understanding of individual counselee's interests, abilities, and personal needs through opportunity for more frequent and longer periods of contact.

   2. Acquire on-going up-to-date knowledgeable backgrounds in the areas of careers and occupations; to understand local business and industries' specific job opportunities and needs; to develop programs which will help acquaint students with a variety of occupational choices.

   3. Acquire on-going, up-to-date knowledge about colleges, college majors as related to career opportunities; the necessary course and time requirements for fulfillment of the career goals; the variety of career opportunities available through various college majors.

   4. Relate future career or occupational goals to the entire high school curriculum and program.

   5. Organize counseling groups for objective information dissemination or groups for other guidance objectives.

B. Add par-professionals, aides, or clerks to help release the counselor for counseling and guidance activities.

C. Seek other structures or methods which would benefit students in planning his educational occupational and personal life.

CONCLUSION IV

Graduates at four high schools, particularly those at work and those who left college wished the curriculum had included introductory courses which would give them backgrounds in the world of technology, business economics and vocations.

Interviews with over seventy employers of high school and college graduates in the Bay Area produced the following list of major attributes that employers look for in prospective employees:

1. The Attitude Factor is most important: conscientiousness, ambition, and desire to succeed and do the best job possible. Too often, incoming young workers appear to have attitudes which manifest themselves as lack of interest and responsibility. As all students will sooner or later end up in the business, technical, or professional world, employers suggested a course for all students which would give them an overview of economic, business and industry, and a sense of the importance of the individual's contribution in the overall economic picture. Young people evidently need to feel that they have an important place in our economy so that they can more readily accept that place and become reliable, contributing producers.

2. Flexibility is vital to the worker who would survive today's rapid pace of change. The worker must be able to adapt, revise, and relearn if necessary.

3. Specific Job Skills. The first job is essential to the youngsters confidence and self-assurance; these qualities make him adaptable, and he can not gain these qualities without first having experienced some kind of success. Therefore, while some educators may challenge the concept of training a younster for a specific job that may not exist tomorrow, it is also true that if the job is there when the graduate is ready to use it, that job provides the first chance to demonstrate competence and thereby gain self-confidence and adaptability. Dr. Leslie J. Nason of the University of Southern California agrees with this concept in the following statements:

   > "Even in the learning of a specific vocational skill that will be outmoded, the student can be developing his own powers. He can be learning to read manuals of instruction. As he reads a manual he can learn to 'see' the machine in his mind and thus make the instructions meaningful to him."
   >
   > "Through actual handling of tools, he can develop co-ordination and skill in the use of his hands that will be necessary in the use of tools of tomorrow."
   >
   > "To repeat, the subject matter may not be relevant either to the present or to the future of the student, but the skills developed are relevant to their success, regardless of changes that will take place. . ."

   The contention is that it is the school's responsibility to provide the launching pad for that success just as surely as months and years go into preparation for just one launching of our astronauts, who then never do the same job again but go onto other, advanced areas.

4. Employers in Electronics Firms and in the Trade Area agreed that a distinction needs to be made between math and physics courses for the work bound and the college bound. These employers recommend high school courses in Industrial Math and Industrial Physics with emphasis on how to use all kinds of measuring devices.

5. Employers feel that many employees lack the basic skills: reading mathematics, and particularly basic communication skills.

6. Employers feel that some schools are sending too many students to college. As a top executive at Ames Laboratory said a short time ago, "Two-thirds of the employment group at Ames is non-professional." He reflects the thinking of most men in industry. The Junior College student who graduates with a skilled background is highly prized, however. Mr. Wesley Smith, director of Vocational Education at the State Department of Education also has stated that in California 12% of the jobs require a Baccalaureate Degree and 40% of these are in education.

IMPLICATION

Graduates feel they are not adequately prepared in background of current technological knowledge or in skills to make them feel adequate and acceptable in the occupational complex of society.

SOME POSSIBLE COURSES OF ACTION

A. Establish a process for continual review of local Department of Employment and the U.S. Department of Labor forecasts for future job needs for possible new course consideration.

B. Continue to introduce new programs, where feasible, which give opportunities for either immediate post high school graduate employment or further education.

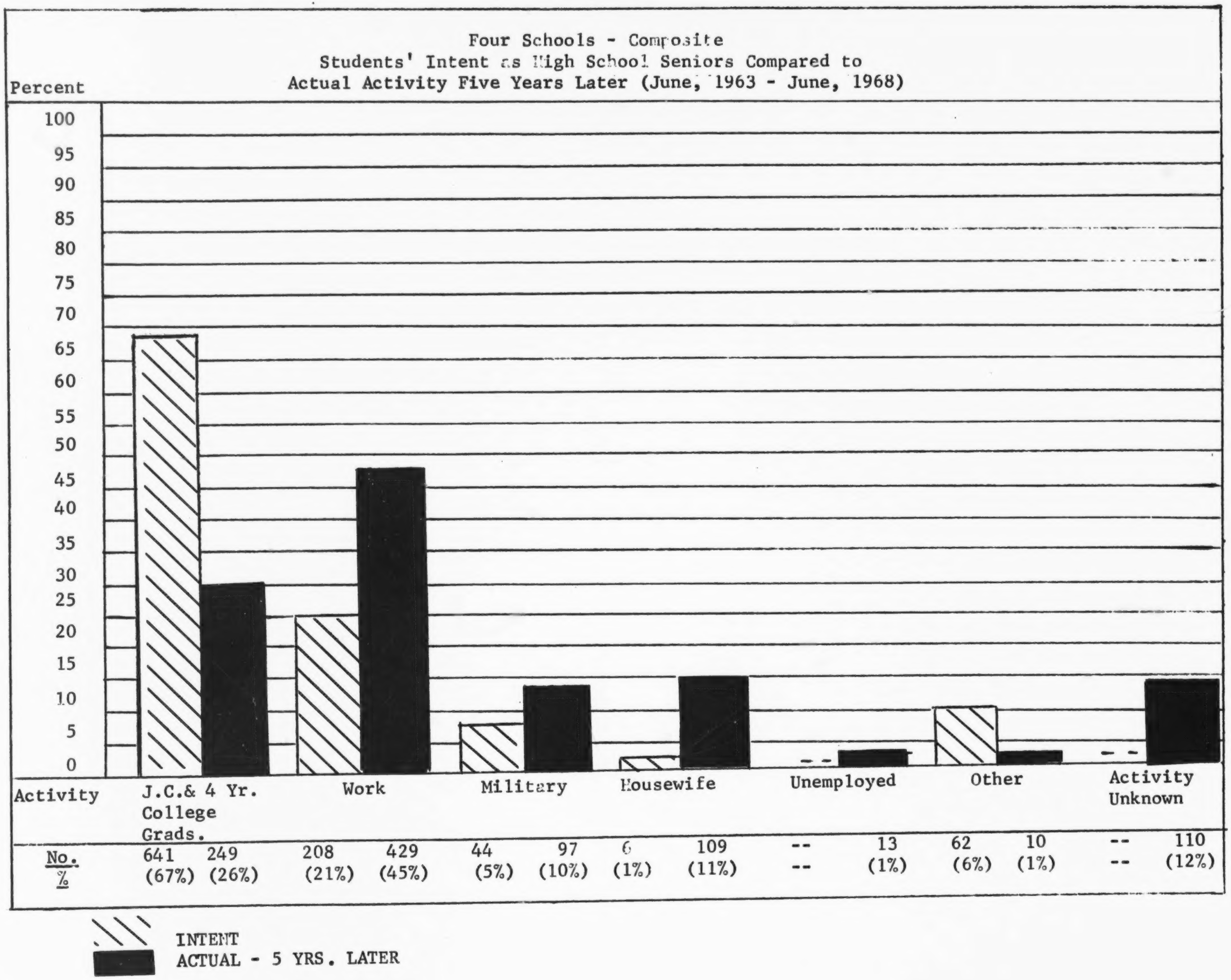
C. Expand and emphasize the coordination of introductory phases of programs with junior colleges and four year colleges.

D. Encourage teachers-administrators to move toward continual investigation of the "World of Work" with the aim of creating up-dated curriculum and teaching approaches.

Frank B. Lindsay, former Chief, Bureau of Secondary Education, California State Department of Education, has stated:

> "If high school is not to become obsolete, it must transform instruction in three principal ways. First, knowledge must be broken out of academic compartments and interconnected, as well as rigorously pruned down to essentials. Items must be drawn as needed from any subject field and organized into intelligible sequence. Second, programmed learning, flexible scheduling, team teaching, and utilization of audio visual materials must be open-mindedly scrutinized and tested and finally substituted for books alone. And third, classroom and shops must lead students out into the whole world of work. Pride of craftsmanship must be extended to spelling and composition, as an illustration, with slovenly thinking and expression not tolerated. Likewise, the same students must be confronted with manual and machine jobs to do and be made proficient in some skills of laboratory, business office, and shop alike. High school students are young adults, inexperienced to be sure, but they deserve to be challenged face to face in adult fashion and held to standards of workmanship . . . Thus in time we may change high school to a center of all-around learning. Then the invisible students will begin to emerge as competent men and women."

Chart A



Four Schools - Composite
Students' Intent as High School Seniors Compared to
Actual Activity Five Years Later (June, 1963 - June, 1968)

Chart B

ALL SCHOOLS

College Intent Before High School Graduation Compared With Actual Activities Five/Six Years Later

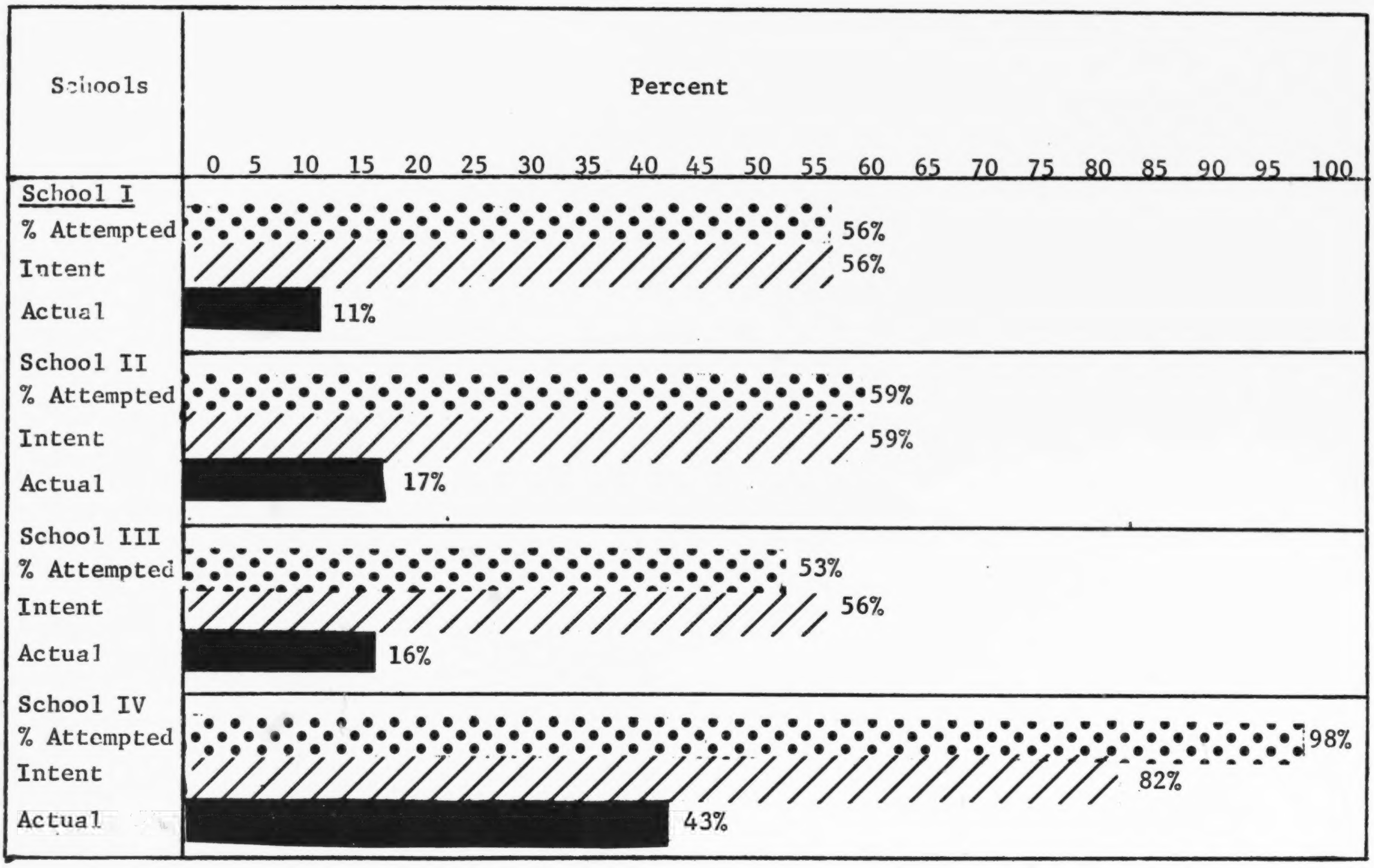


Chart C

BY INDIVIDUAL SCHOOL

Degrees, Apprenticeships and Certificates Earned

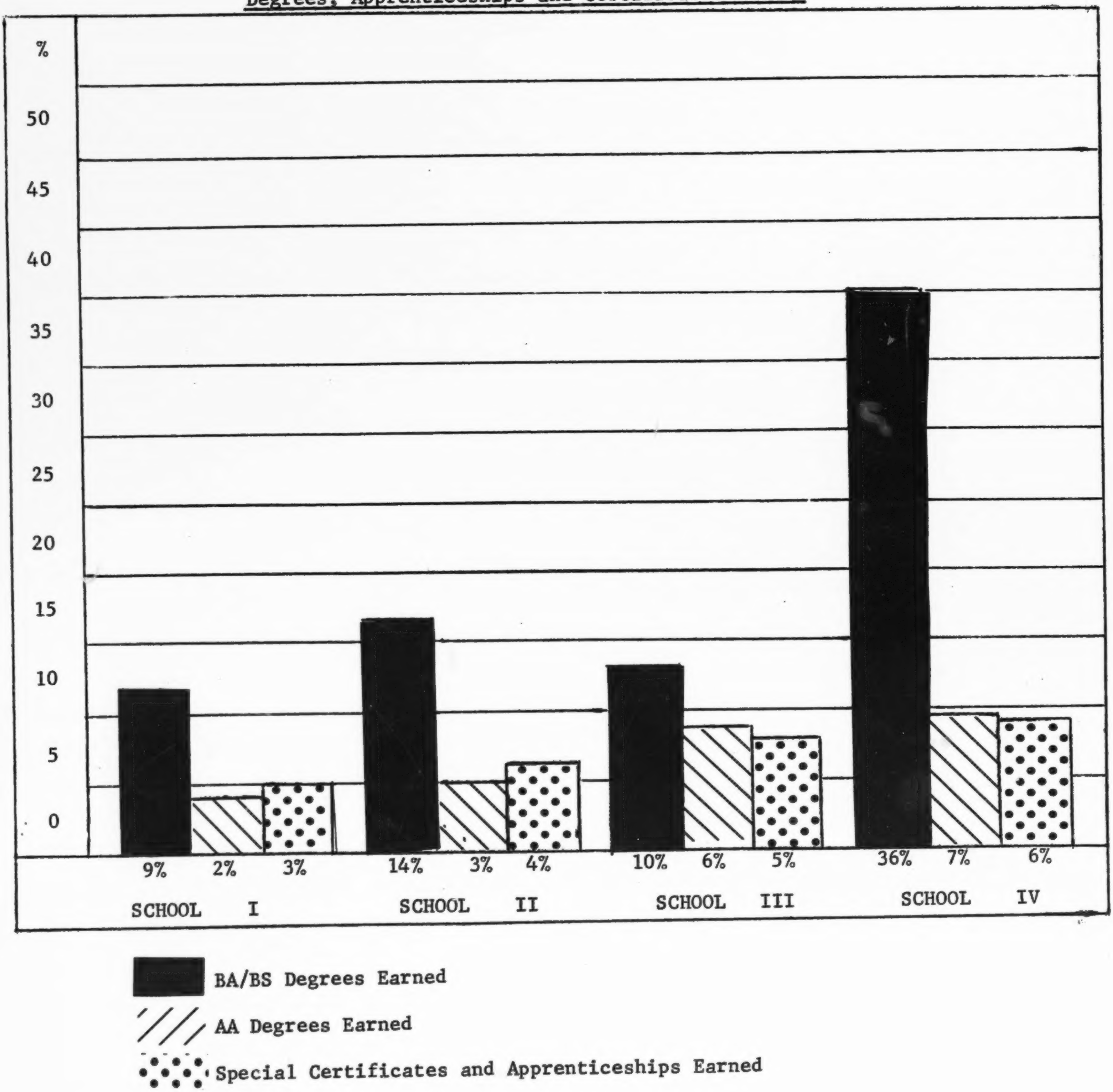
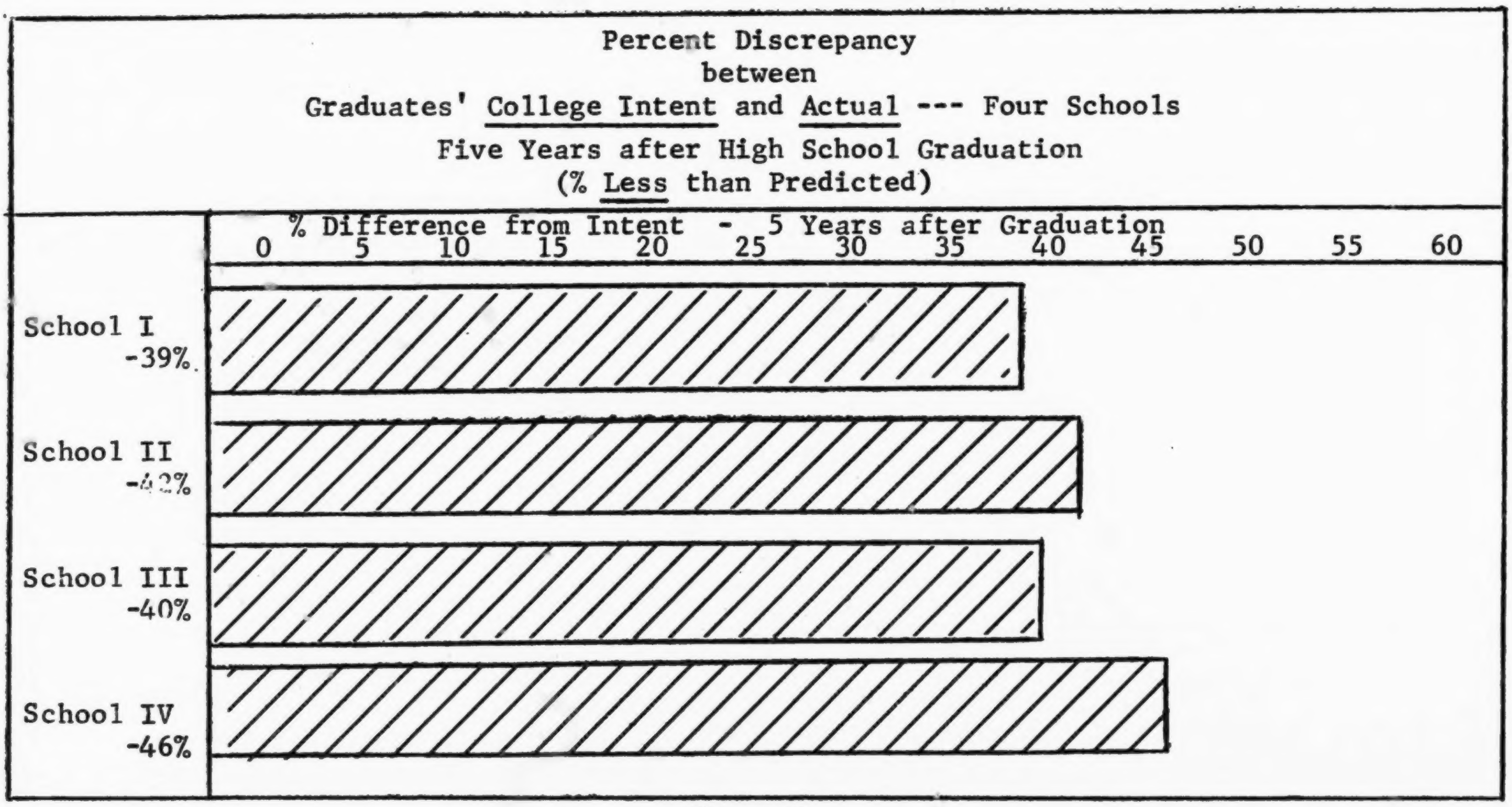


Chart D

College Graduation

Comparison by Individual Schools

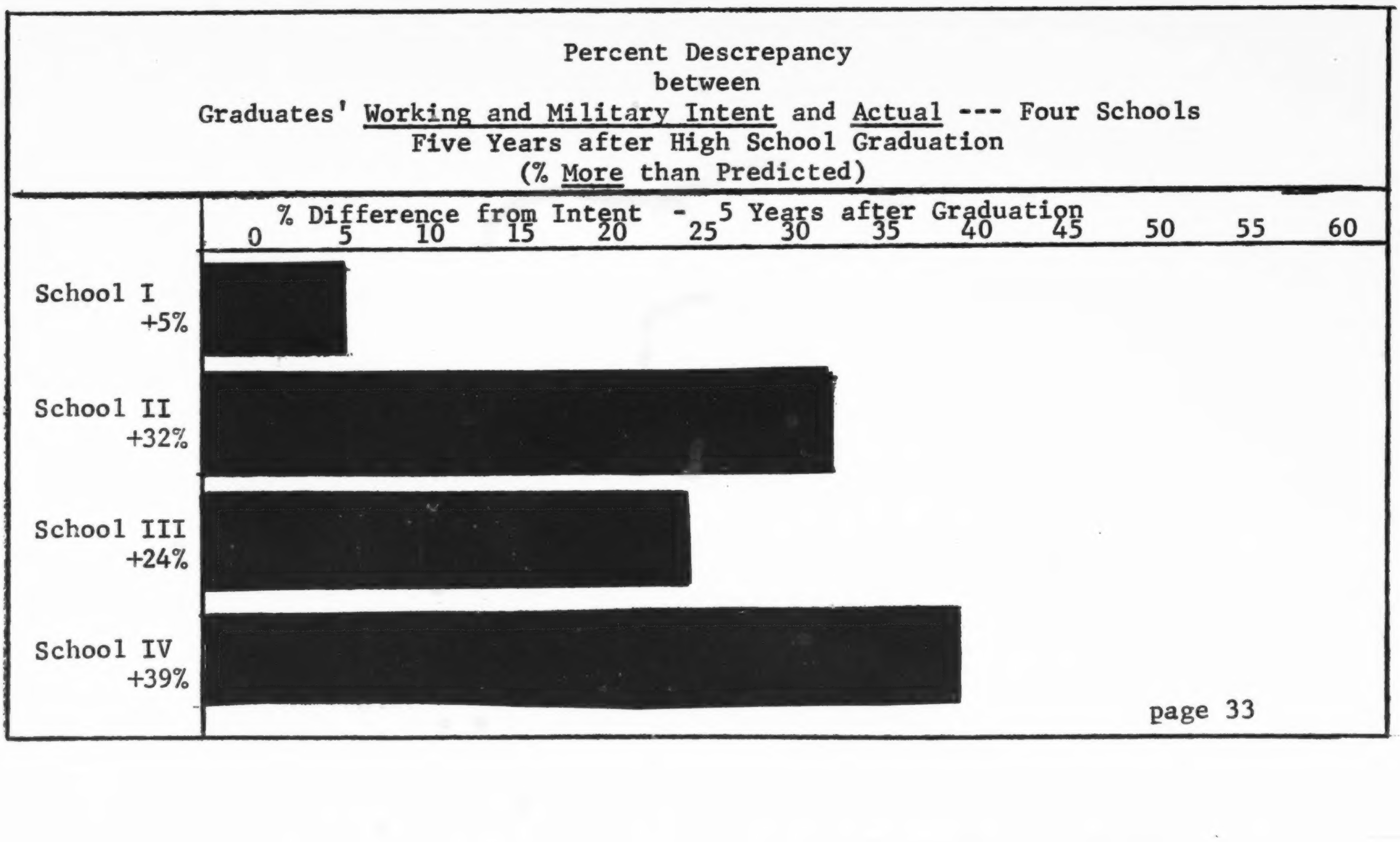


Percent Discrepancy
between
Graduates' College Intent and Actual --- Four Schools
Five Years after High School Graduation
(% Less than Predicted)

Chart E

Working and Military

Comparison by Individual Schools



Percent Descrepancy
between
Graduates' Working and Military Intent and Actual --- Four Schools
Five Years after High School Graduation
(% More than Predicted)

Chart F

College Dropout Rates - Four Schools

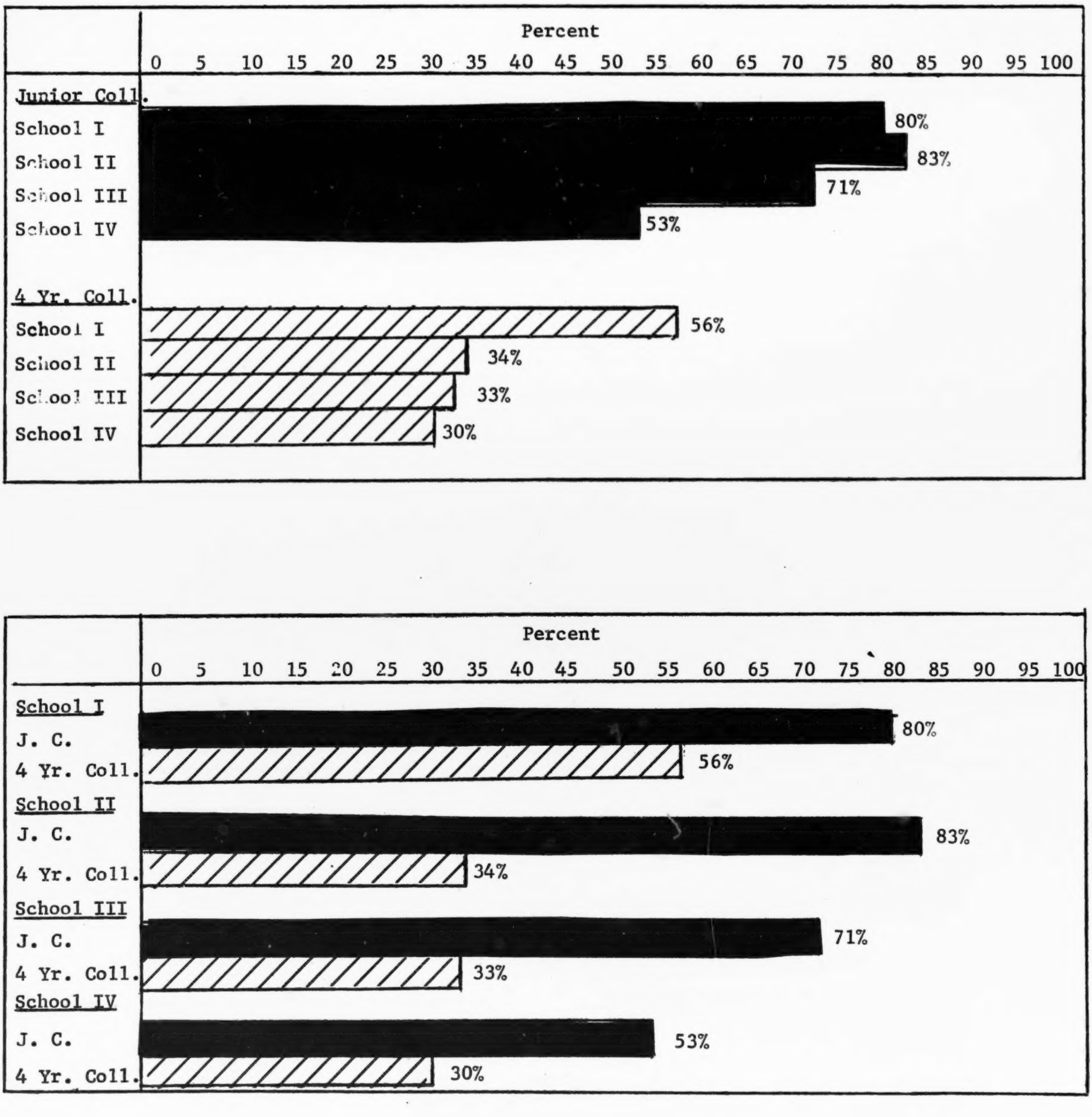
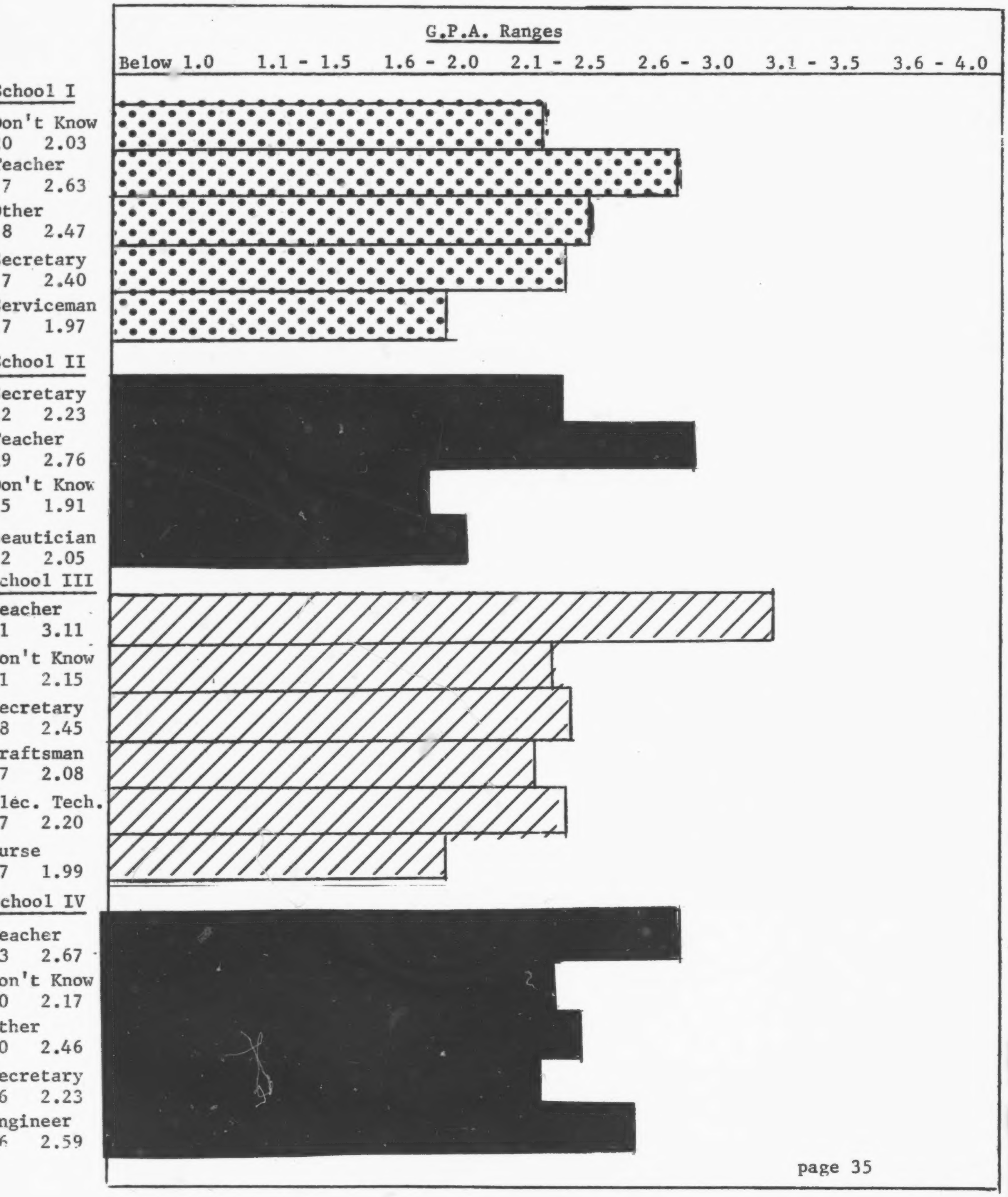


Chart G

Top Five Occupational Goal Choices and Comparison with High School G.P.A. By Individual School



Re-Cap 1

ALL SCHOOLS

Re-Cap of
High School GPA and Activities of Graduates

4 Years After High School Graduation

In School F.T., P.T. and F.T. and Working

Total: 251 or 26% of Grads

Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	-	11	4%	28	11%	56	22%	85	34%	43	17%	27	11%

Working and Military Service

Total: 355 or 37% of Grads

Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
3	1%	64	18%	146	41%	90	25%	43	12%	9	3%	--	--

5 Years After High School Graduation

In School F.T., P.T. and F.T. and Working

Total: 164 or 17% of Grads

Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
--	--	6	4%	29	18%	32	19%	49	30%	31	19%	17	10%

Working and Military Service

Total: 364 or 38% of Grads

Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5	1%	71	19%	130	36%	91	25%	45	12%	17	4%	5	1%

Table 1

BY INDIVIDUAL SCHOOL

Difference Between Intent Before Graduation And Actual Activities Five Years Later

Activities	School I			School II			School III			School IV		
	Intent	Actual	% Diff.	Intent	Actual	% Diff.	Intent	Actual	% Diff.	Intent	Actual	% Diff.
Junior College	30%	2%	-28	37%	3%	-34	44%	6%	-38	37%	7%	-30
Four Year College	27%	9%	-18	22%	14%	- 8	12%	10%	- 2	45%	36%	- 9
TOTAL COLLEGE	57%	11%	-46%	59%	17%	-42%	56%	16%	-40%	82%	43%	-39%
Working	28%	32%	+ 4	26%	52%	+26	36%	50%	+14	10%	44%	+34
Military Service	8%	9%	+ 1	4%	10%	+ 6	3%	13%	+10	4%	9%	+ 5
Special Schools	6%	3%	- 3	11%	4%	- 7	4%	3%	- 1	3%	3%	--
Housewives	--	14%	+14	--	12%	+12	2%	11%	+ 9	1%	9%	+ 8
Unemployed	--	1%	+ 1	--	1%	+ 1	--	1%	+ 1	--	2%	+ 2
Other Activities	1%	1%	--	--	3%	+ 3	--	--	--	--	2%	+ 2
TOTAL NON-COLLEGE	43%	60%	+17%	41%	82%	+41%	45%	78%	+33%	18%	69%	+51%

Table 2

ALL SCHOOLS

College Graduation Five and Six Years After High School Graduation

	School I		School II		School III		School IV	
	No.	%	No.	%	No.	%	No.	%
A) 1. Total Started Junior College:	59	30% of Class	89	34% of Class	51	38% of Class	158	43% of Class
2. Total Graduated Junior College:	4	(7%)	8	(9%)	8	(16%)	27	(17%)
3. Total Dropped Junior College:	47	(80%)	74	(83%)	36	(71%)	83	(53%)
B) 1. Total Started Four Year College:	50	26% of Class	64	25% of Class	21	15% of Class	206	55% of Class
2. Total Graduated Four Year College:	18	(36%)	36	(56%)	14	(67%)	134	(65%)
3. Total Dropped Four Year College:	28	(56%)	22	(34%)	7	(33%)	61	(30%)
C) 1. Total Started Special Schools:	11	6% of Class	14	5% of Class	4	3% of Class	28	8% of Class
2. Total Completed Special Schools:	5	(45%)	10	(71%)	4	(100%)	20	(71%)
3. Total Dropped Special Schools:	6	(55%)	4	(29%)	-		4	(14%) (4 Still Attend.)
D) 1. PERCENT OF CLASS GRADUATED J.C.:	2%		3%		6%		7%	
2. PERCENT OF CLASS GRADUATED 4 YEAR:	9%		14%		10%		36%	
TOTAL COLLEGE GRADUATES:	11%		17%		16%		43%	
	56% Attempted		59% Attempted		53% Attempted		98% Attempted	

Percentages in 2. and 3. of A), B), and C) are based on number of students who started Junior and Four Year Colleges.

Percentages in D) are based on total number of students in High School graduating class.

Table 3

ALL SCHOOLS

Activities of Graduates 5 Consecutive Years After High School Graduation Compared to Intended Activities Before High School Graduation

ACTIVITY	INTENT		ONE YEAR AFTER H.S. GRAD.			TWO YEARS AFTER H.S. GRAD.			THREE YEARS AFTER H.S. GRAD.			FOUR YEARS AFTER H.S. GRAD.			FIVE YEARS AFTER H.S. GRAD.		
	No.	%	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.
Sch. Full Time			373	38.8		303	31.5		182	18.9		139	14.5		92	9.6	
School P.T.			10	1.0		7	.7		--	--		--	--		--	--	
Sch., Wkg. P.T.			106	11.0		91	9.5		108	11.2		102	10.6		78	8.1	
P.T. Sch. & Wkg.			--	--		--	--		11	1.2		10	1.0		12	1.3	
Hswf., In Sch.			--	--		--	--		11	1.2		15	1.6		11	1.1	
TOTAL IN SCHOOL	641	67.0%	489	50.8%	-16.2%	401	41.7%	-25.3%	312	32.5%	-34.5%	266	27.7%	-39.3%	193	20.1%	-46.9%
Wkg. F.T.			239	24.9		203	21.1		181	18.8		153	15.9		239	24.9	
Wkg., Sch. P.T.			--	--		38	4.0		38	4.0		62	6.5		71	7.4	
Wkg. P.T.			9	.9		16	1.7		9	.9		7	.7		10	1.0	
Hswf. Wkg.			--	--					47	4.9		88	9.2		103	10.7	
Business for self			--	--		1	.1		2	.2		1	.1		6	.6	
TOTAL WORKING	208	21.0%	248	25.8%	+ 4.8%	258	26.9%	+ 5.9%	277	28.8%	+ 7.8%	311	32.4%	+11.4%	429	44.6%	+23.6%
Military Serv.	44	5.0%	54	5.6		64	6.6		104	10.8		132	13.7		97	10.1	
Housewife	6	1.0%	39	4.1		51	5.3		64	6.6		78	8.1		109	11.3	
Unempl. Want Wk.	-	--	50	5.2		25	2.6		17	1.8		14	1.5		13	1.4	
Other	62	6.0%	13	1.3		15	1.6		17	1.8		10	1.0		10	1.0	
TOTAL MISC. ACT.	112	12.0%	156	16.2%	+ 4.2%	155	16.1%	+ 4.1%	202	21.0%	+ 9.0%	234	24.3%	+12.3%	229	23.8%	+11.8%
TOTAL NON-COLL.	320	33.0%	404	42.0%	+ 9.0%	413	43.0%	+10.0%	479	49.8%	+16.8%	545	56.7%	+23.7%	658	68.4%	+35.4%
Activity Unknown	--	--	68	7.1%		147	15.3%		170	17.7%		150	15.6%		110	11.5%	
TOTALS	961	100.0%	961	100.0%		961	100.0%		961	100.0%		961	100.0%		961	100.0%	

Table 4

ALL SCHOOLS

Percent of College Graduates Who Worked Part Time

School I

15 College Graduates worked Part Time or 68% of Total College Graduates.
1 - Junior College Graduate (25% of J.C. Grads)
14 - 4 Year College Graduates (77% of 4 Yr. Grads)

School II

25 College Graduates worked Part Time or 57% of Total College Graduates.
3 - Junior College Graduates (37% of J.C. Grads)
22 - 4 Year College Graduates (61% of 4 Yr. Grads)

School III

14 College Graduates worked Part Time or 64% of Total College Graduates.
5 - Junior College Graduates (63% of J.C. Grads)
9 - 4 Year College Graduates (64% of 4 Yr. Grads)

School IV

91 College Graduates worked Part Time or 60% of Total College Graduates.
16 - Junior College Graduates (59% of J.C. Grads)
75 - 4 Year College Graduates (56% of 4 Yr. Grads)

Table 5

ALL SCHOOLS

Degrees, Apprenticeships and Special Certificates Earned

5 Years after High School Graduation

	All Schools		School I			School II			School III			School IV		
	No.	% of 961 Grads	No.	%	% of 195 Grads	No.	%	% of 260 Grads	No.	%	% of 135 Grads.	No.	%	% of 371 Grads
A.A. Degree	47	16	4	1	2	8	3	3	8	3	6	27	9	7
Apprentice	5	2							2		2	3	1	1
B.A./B.S. Degree	202	68	18	6	9	36	12	14	14	5	10	134	45	36
Special Certificate	43	14	6	2	3	10	3	4	4	1	3	23	7	6
Totals	297	100%	28	9%	14%	54	18%	21%	28	9%	21%	184	62%	50%

Note: Some discrepancies in total percentages are due to
1) Rounding of percentages and
2) Percentages under 1% which are not included.

Table 6

SCHOOL I

Intent Before High School Graduation and Actual Activities Five Years Later

No. of Graduates: 195

	INTENT				ACTUAL - June 1968			
	No.	%	No.	%	No.	%	No.	%
A) Junior College								
Terminal	19	9.7						
Transfer	39	20.0	58	29.7			5	2.5
B) Four Year College								
State University	8	4.1			4	2.1		
State College	30	15.4			9	4.6		
State University/College	14	7.2	52	26.7	1	.5	14	7.2
TOTAL COLLEGE			110	56.4%			19	9.7%
C) Working			55	28.2			63	32.3
Military Service			15	7.7			17	8.7
Special Schools (Trade, Beauty, Business)			12	6.2			1	.5
Housewives							28	14.4
Unemployed							2	1.0
Other Activities			3	1.5			2	1.0
TOTAL NON-COLLEGE			85	43.6%			113	57.9%
Activity Unknown							63	32.3%

RECAP	No.	% of Those Who Started	% of Graduating Class
A) Total Started Junior College	59		
Total Graduated Junior College	4	8%	2%
Total Dropped Junior College	47	80%	
B) Total Started Four Year College	50		
Total Graduated Four Year College	18	36%	9%
Total Dropped Four Year College	28	56%	
C) Total Started Special Schools	11		
Total Completed Special Schools	5	45%	3%
Total Dropped Special Schools	6	55%	

		Percent Difference from High School Intent
Percent of Class who Graduated from Junior College	2%	-27.6%
Percent of Class who Graduated from 4-Year College	9%	-17.5%
Total College Graduates	11%	-45.1% (Fewer attended college than had anticipated)

Total Attending Junior College: 8 (possible 6% total J.C. degrees if all graduate)

Total Attending Four Yr. College: 4 (possible 11% total 4 Yr. degrees if all graduate)

Table 7

SCHOOL I

Activities of Graduates 5 Consecutive Years After High School Graduation Compared to Intended Activities Before High School Graduation

No. Graduates: 195

ACTIVITY	INTENT		ONE YEAR AFTER H.S. GRAD.			TWO YEARS AFTER H.S. GRAD.			THREE YEARS AFTER H.S. GRAD.			FOUR YEARS AFTER H.S. GRAD.			FIVE YEARS AFTER H.S. GRAD.		
	No.	%	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.
Sch. Full Time			49	25.1		36	18.5		19	9.7		11	5.6		4	2.1	
Sch., Wkg. P.T.			20	2.1		13	6.7		13	6.7		16	8.2		9	4.6	
P.T. Sch. & Wk.			-	--		-	--		3	1.5		4	2.1		5	2.6	
Hswf., in Sch.			-	--		-	--		2	1.0		3	1.5		2	1.0	
Sch. P.T.			4	2.1		3	1.5		-	---		11	5.6		-	---	
TOTAL IN SCHOOL	110	56.4%	73	37.4%	-19.0%	52	26.7%	-29.7%	37	19.0%	-37.4%	45	23.1%	-33.3%	20	10.3%	1) -45.1%
Wkg. F.T.			52	26.7		25	12.8		25	12.8		17	8.7		31	15.9	
Wkg., Sch. P.T.			-	--		8	4.1		8	4.1		15	7.7		8	4.1	
Wkg. P.T.			3	1.5		1	.5		1	.5		1	.5		2	1.0	
Hswf. Wkg.			-	--		-	--		11	5.6		11	5.6		21	10.8	
Business for self			-	--		-	--		1	.5		1	.5		1	.5	
TOTAL WORKING	55	28.2%	55	28.2%	---	34	17.4%	-10.8%	46	23.5%	- 4.7%	45	23.1%	- 5.1%	63	32.3%	+ 4.1%
Military Serv.	15	7.7	16	8.2		15	7.7		24	12.3		31	15.9		17	9.2	
Housewife	--	--	10	5.1		17	8.7		17	8.7		16	8.2		28	14.4	
Unempl. Want Wk.	--	--	6	3.1		6	3.1		1	.5		-	--		2	1.0	
Other	15	7.7	5	2.6		6	3.1		2	1.0		2	1.0		2	1.0	
TOTAL MISC. ACT.	30	15.4%	37	19.0	+ 4.6%	44	22.6%	+ 7.2%	44	22.6%	+ 7.2%	49	25.1%	+ 9.7%	49	25.1%	+9.7%
TOTAL NON-COLLEGE	85	43.6%	92	47.2%	+ 3.6%	78	40.0%	- 3.6	90	46.1%	+ 2.5%	94	48.2%	+ 4.6%	102	57.4%	+13.8%
Activity Unknown	---	---	30	15.4		65	33.3		68	34.9		56	28.7		63	32.3	
TOTALS	195	100.0%	195	100.0%		195	100.0%		195	100.0%		195	100.0%		195	100.0%	

1) See Table with explanation of four year and junior college statistics over a five year period.
Percentage in school and working part time:

one year later:	27%	Three years later:	43%	Five Years Later:	70%
two years later:	25%	Four years later:	44%		

Table 3

SCHOOL II

Intent Before High School Graduation and Actual Activites Five Years Later

No. of Graduates: 260

	INTENT				ACTUAL - June 1968			
	No.	%	No.	%	No.	%	No.	%
A) Junior College								
Terminal	45	17.3						
Transfer	50	19.2	95	36.5			8	3.1
B) Four Year College								
State University	19	7.3			5	1.9		
State College	34	13.1			28	10.8		
Priv. Univ./College	5	1.9	58	22.3	2	.8	35	13.5
TOTAL COLLEGE			153	58.8%			43	16.6%
C) Working (4 apprentices)			68	26.1			135	51.9
Military Service			10	3.9			27	10.4
Special Schools (Trade, Beauty, Business)			29	11.2				
Housewives							32	12.3
Unemployed							3	1.2
Other Activities							3	1.2
Deceased							1	.4
TOTAL NON-COLLEGE			107	41.2%			201	77.4%
Activity Unknown							16	6.1%

RECAP:	No.	% of Those Who Started	% of Grad. Class
A) Total Started J.C.	89		34%
Total Graduated J.C. (Terminal)	8	9%	3%
Total Dropped J.C.	74	83%	
Total No. Transferred to 4 Year College	12	13%	
6 Attained AA and BA			
6 Attained BA			
B) Total Started 4 Year College	64		25%
Total Graduated 4 Year College	36	56%	14%
Total Dropped 4 Year College	22	34%	
C) Total Started Special Schools	14		5%
Total Completed Special Schools	10	71%	4%

		Percent Difference from High School Intent
Percent of Class Who Graduated from Junior College	3%	-33.5%
Percent of Class Who Graduated from Four Year College	14%	- 8.5%
Total College Graduates	17%	-42.0%

Table 9

SCHOOL II

Activities of Graduates 5 Consecutive Years After High School Graduation Compared to Intended Activities Before High School Graduation

No. Graduates: 260

ACTIVITY	INTENT		ONE YEAR AFTER H.S. GRAD.			TWO YEARS AFTER H.S. GRAD.			THREE YEARS AFTER H.S. GRAD.			FOUR YEARS AFTER H.S. GRAD.			FIVE YEARS AFTER H.S. GRAD.		
	No.	%	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.
Sch. Full Time			67	25.8		55	21.1		29	11.1		26	10.0		18	6.9	
School P.T.			6	2.3		1	.4		--	--		4	1.5		--	--	
Sch., Wkg. P.T.			29	11.2		28	10.8		27	10.4		20	7.7		21	8.1	
P.T. Sch. & Wkg.			--	--		--	--		2	.8		1	.4		2	.8	
Hswf., in Sch.			--	--		--	--		--	--		4	1.5		2	.8	
TOTAL IN SCHOOL	153	58.8%	102	39.2%	-19.6%	84	32.3%	-26.5%	58	22.3%	-36.5%	55	21.1%	-37.7%	43	16.6%	-42.2%
Wkg. F.T.			75	28.9		61	23.5		44	16.9		40	15.4		71	27.3	
Wkg., Sch. P.T.			--	--		18	6.9		9	3.4		17	6.5		30	11.5	
Wkg. P.T.			4	1.5		4	1.5		2	.8		3	1.2		2	.8	
Hswf. Wkg.			--	--		--	--		14	5.4		18	6.9		31	11.9	
Business for self			--	--		--	--		1	.4		--	--		1	.4	
TOTAL WORKING	68	26.1%	79	30.4%	+ 4.3%	83	31.9%	+ 5.8%	70	26.9%	+ .8%	78	30.0%	+ 3.9%	135	51.9%	+25.8%
Military Serv.	10	3.9	15	5.8		17	6.5		25	9.6		30	11.5		27	10.4	
Housewife	--	--	9	3.5		11	4.2		22	8.5		23	8.9		32	12.3	
Unempl. Want Wk.	--	--	15	5.7		9	3.5		3	1.2		2	.8		3	1.2	
Other	29	11.2	5	1.9		2	.8		4	1.5		3	1.1		3	1.1	
TOTAL MISC. ACT.	39	15.1%	44	16.9%	+ 1.8%	39	15.0%	- .1%	54	20.8%	+ 5.7%	58	22.3%	+ 7.2%	65	25.0%	+ 9.9%
TOTAL NON-COLL.	107	41.2%	123	47.3%	+ 6.1%	120	46.9%	+ 5.7%	124	47.7%	+ 6.5%	136	52.3%	+11.1%	200	76.9%	+35.7%
Activity Unknown	---	--	35	13.5%		54	20.8%		78	30.0%		69	26.5%		17	6.5%	
TOTALS	260	100.0%	260	100.0%		260	100.0%		260	100.0%		260	100.0%		260	100.0%	

Table 10

SCHOOL III

Intent Before High School Graduation and Actual Activities Five Years Later

No. of Graduates: 135

	INTENT				ACTUAL - June 1968			
	No.	%	No.	%	No.	%	No.	%
A) Junior College								
Terminal	29	21.5						
Transfer	30	22.2	59	43.7			3	2.2
B) Four Year College								
State University	5	3.7			4	3.0		
State College	5	3.7			3	2.2		
Private Univ./College	6	4.5	16	11.9	3	2.2	10	7.4
TOTAL COLLEGE			75	55.6%			13	9.6%
C) Working			49	36.3			68	50.4
Military Service			4	2.9			17	12.6
Special Schools (Trade, Beauty, Business)			5	3.7			1	.7
Housewives			2	1.5			15	11.1
Unemployed							1	.7
Other Activities								
TOTAL NON-COLLEGE			60	44.4%			102	75.6%
Activity Unknown							20	14.8%

RECAP:	No.	% of Those Who Started	%of Grad. Class
A) Total Started Junior College	51		37.8%
Total Graduated J.C.(Terminal)	8	16%	5.9%
Total Dropped Junior College	36	71%	
Total No.Transfrd to 4-yr Col. 4 attained B.A. 2 dropped 4 year	6	12%	
B) Total Started 4-year College	21		15.6%
Total Graduated 4-year College (6 Minority Group Grads or 40% of 4 year Grads)	14	71%	10.4%
Total Dropped 4-year College	7	33%	
C) Total Started Special Schools	4		3.0%
Total Completed Special Schools		100%	3.0%

		Percent Difference from High School Intent
Percent of Class Who Graduated from J.C.	6%	-37.8%
Percent of Class Who Graduated from 4-Yr. Col.	10%	- 1.9%
	16%	-39.7%

(continued next page)

Table 11

SCHOOL III

Activities of Graduates After High School Graduation Compared to Intended Activities Before High School Graduation

ACTIVITY	INTENT June 1963		ONE YEAR AFTER H.S. GRAD. 1964			TWO YEARS AFTER H.S. GRAD 1965			THREE YEARS AFTER H.S. GRAD 1966			FOUR YEARS AFTER H.S. GRAD 1967			FIVE YEARS AFTER H.S. GRAD 1968		
	No.	%	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.
Junior College	59	43.7	29	21.4		20	14.8		7	5.2		3	2.2	-41.5	3	2.2	-41.5
Four Year College	16	11.9	14	10.4		14	10.4		15	11.1		18	13.3	+ 1.4	11	8.2	- 3.7
TOTAL COLLEGE	75	55.6%	43	31.8	-23.8	34	25.2	-30.4	22	16.3	-39.3	21	15.5	-40.1	14	10.4	-45.2
Working	49	36.3	52	38.5		56	41.5		63	46.7		63	46.7	+10.4	68	50.4	+14.1
Military Serv.	4	2.9	7	5.2		14	10.4		21	15.6		26	19.3	+16.4	17	12.6	+ 9.7
Spec. Sch.	5	3.7	2	1.5		1	.7		2	1.5		--	---	- 3.7	--	---	- 3.7
Housewives	2	1.5	10	7.4		8	5.9		5	3.7		10	7.4	+ 5.9	15	11.1	+ 9.6
Unemployed	--	---	21	15.6		1	.7		6	4.4		4	2.9	+ 2.9	1	.7	+ .7
Other Activities			--	---		1	.7		1	.7		--	---	--	--	---	---
TOTAL NON-COLLEGE	60	44.4%	92	68.2	+23.8%	81	59.9	+15.5	98	72.6	+28.2	103	76.3%	+31.9	101	74.8%	+30.4
Activity Unknown						20	14.8		15	11.1		11	8.2	+ 8.2	20	14.8	+14.8
TOTALS	135	100.0	135	100.0		135	99.9		135	100.0		135	100.0		135	100.0	

Percent of those in school who were also working part-time:		
	one year later:	28%
	two years later:	31%
	three years later:	25%
	four years later:	43%
	five years later:	55%

Table 12

SCHOOL IV

Intent Before High School Graduation and Actual Activities Five Years Later

No. of Graduates: 371

	INTENT				ACTUAL - June 1968			
	No.	%	No.	%	No.	%	No.	%
A) Junior College								
Terminal	61	16.4						
Transfer	76	20.5	137	36.9			7	1.8
B) Four Year College								
State University	59	15.9			51			
State College	55	14.8			39			
Priv. Univ./College	52	14.0	166	44.7	12		102	27.5
TOTAL COLLEGE			303	81.6%			109	29.3%
C) Working			36	9.7			163	43.9
Military Service			15	4.0			35	9.4
Special Schools (Trade, Beauty, Business)			12	3.2			8	2.2
Housewives			4	1.1			34	9.2
Unemployed							7	1.9
Other Activities			1	.3			5	1.4
Deceased							2	.5
TOTAL NON-COLLEGE			68	18.3%			254	68.5%
Activity Unknown							8	2.2%

	No.	% of Those Who Started	% of Graduating Class
A) Total Started Junior College	158		42.6%
Total Graduated J.C. (Terminal)	27	17%	7.3%
Total Dropped Junior College	83	53%	
Total No. Transferred to 4-year Coll.	39	25%	10.5%
27 Attained B.A. (69% Completion)			
2 Still attending			
9 Dropped			
1 Returned to J.C.			
B) Total Started 4-year College	206		55.5%
Total Graduated (by 1969)	134	65%	36.1%
Total Dropped 4-year College	61	30%	
C) Total Started Special Schools	28		8.0%
Total Completed Special Schools (3 were apprenticeships)	20	71%	3.0%
Total Dropped Special Schools	4	14%	
Total Still Attending	4		

		Percent Difference from H.S.Intent
Percent of Class Who Graduated from Junior College	7%	-29.6%
Percent of Class Who Graduated from 4-Year College	36%	- 8.5%
TOTAL COLLEGE GRADUATES	43%	(-38.1% fewer completed college than anticipated)

Table 13

SCHOOL IV

Activities of Graduates After High School Graduation Compared to Intended Activities Before High School Graduation

ACTIVITY	INTENT		ONE YEAR AFTER H.S. GRAD. 1964			TWO YEARS AFTER H.S. GRAD. 1965			THREE YEARS AFTER H.S. GRAD. 1966			FOUR YEARS AFTER H.S. GRAD. 1967			FIVE YEARS AFTER H.S. GRAD. 1968		
	No.	%	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.	No.	%	% Diff. Int.
Jr. College	137	36.9	110	29.6	-7.3	90	24.3	+12.6	37	10.0	-26.9	11	3.0	-33.9	7	1.9	-35.0
4 yr. College	166	44.7	152	41.0	-3.7	147	39.6	- 5.1	157	42.3	- 2.4	147	39.6	- 5.1	102	27.5	-16.7
TOTAL COLLEGE	303	81.6%	262	70.6	-11.0	237	63.9	-17.7	194	52.3	-29.3	158	42.6	-39.0	109	29.3	-51.7
Working	36	9.7	64	17.2	+ 7.5	84	22.6	+12.9	101	27.2	+17.5	112	30.2	+20.5	163	43.9	+34.2
Military Serv.	15	4.0	17	4.6	+ .6	17	4.6	+ .6	32	8.6	+ 4.6	46	12.4	+ 8.4	35	9.4	+ 5.4
Spec. Sch.	12	3.2	4	1.1	-2.1	4	1.1	- 2.1	5	1.3	- 1.9	3	.8	- 2.4	6	1.6	- 1.6
Hswf. Not Wkg.	4	1.1	10	2.7	+ 1.6	15	4.0	+ 2.9	20	5.4	+ 4.3	28	7.5	+ 6.4	34	9.2	+ 8.1
Unemployed			7	1.9	+ 1.9	7	1.9	+ 1.9	6	1.6	+ 1.6	8	2.2	+ 2.2	7	1.9	+ 1.9
Other Act.	1	.3	7	1.9	+ 1.6	2	.5	+ .2	4	1.1	+ .8	4	1.1	+ .8	5	1.4	+ 1.1
Deceased			1			1	.3	+ .3	1	.3	+ .3	2	.5	+ .5	2	.5	+ .5
TOTAL NON-COLLEGE	68	18.3%	109	29.4	+11.1	130	35.0	+16.7	169	45.5	+27.2	203	54.7	+36.4	254	68.5	+49.6
Activity Unknown						4	1.1	+ 1.1	8	2.2	+ 2.2	10	2.7	+ 2.7	8	2.2	+ 2.2
TOTALS			371	100.0		371	100.0		371	100.0							

Percentage in School and Working Part Time:

One year later:	17%
Two years later:	17%
Three years later:	33%
Four years later:	39%
Five years later:	44%

SECTION TWO

I Statistical Results: Questionnaire Response

II Tables and Summaries - General Areas

I. STATISTICAL RESULTS

A. Questionnaire Returns. Three questionnaires were sent the first year and one each succeeding year through 1968. The percents of return were as follows:

Table 14

FOUR SCHOOLS

Questionnaire Responses - Five Year Follow-Up

Total No. of Graduates: 961	No.	% Response
First Year: (1963-64)		
1st Graduate Questionnaire, November, 1963	899	94%
2nd Graduate Questionnaire, February, 1964 (A special questionnaire devised for student's specific activity)	526	55%
3rd Graduate Questionnaire, Feb.-May, 1964	898	93%
Second Year: (1964-65)		
4th Graduate Questionnaire, Feb.-May, 1965	815	85%
Third Year: (1965-66)		
5th Graduate Questionnaire, Feb.-May, 1966	795	83%
Fourth Year: (1966-67)		
6th Graduate Questionnaire, Feb.-May, 1967	814	85%
Fifth Year: (1967-68)		
7th Graduate Questionnaire, Feb.-June, 1968	854	89%

Table 15

Questionnaire Responses By Individual School

SCHOOL I

Total No. of Graduates: 195	No.	% Response
First Year: (1963-64)		
1st Graduate Questionnaire, November, 1963	164	84.1%
2nd Graduate Questionnaire, February, 1964 (A special questionnaire devised for student's specific activity)	46	23.6%
3rd Graduate Questionnaire, Feb.-May, 1964	169	86.7%
Second Year: (1964-65)		
4th Graduate Questionnaire, Feb.-May, 1965	126	64.6%
Third Year: (1965-66)		
5th Graduate Questionnaire, Feb.-May, 1966	133	68.2%
Fourth Year: (1966-67)		
6th Graduate Questionnaire, Feb.-May, 1967	140	71.8%
Fifth Year: (1967-68)		
7th Graduate Questionnaire, Feb.-June, 1968	136	69.7%

SCHOOL II

Total No. of Graduates: 260	No.	% Response
First Year: (1963-64)		
1st Graduate Questionnaire, November, 1963	250	96.2%
2nd Graduate Questionnaire, February, 1964 (A special questionnaire devised for student's specific activity)	187	72.0%
3rd Graduate Questionnaire, Feb.-May, 1964	225	86.5%
Second Year: (1964-65)		
4th Graduate Questionnaire, Feb.-May, 1965	206	79.2%
Third Year: (1965-66)		
5th Graduate Questionnaire, Feb.-May, 1966	183	70.4%
Fourth Year: (1966-67)		
6th Graduate Questionnaire, Feb.-May, 1967	191	73.5%
Fifth Year: (1967-68)		
7th Graduate Questionnaire, Feb.-June, 1968	243	93.5%

Questionnaire Responses by Individual School (continued)

SCHOOL III

Total No. of Graduates: 135	No.	% Response
First Year: (1963-64)		
1st Graduate Questionnaire, November, 1963	106	78.5%
2nd Graduate Questionnaire, February, 1964 (A special questionnaire devised for student's specific activity)	63	46.7%
3rd Graduate Questionnaire, Feb.-May, 1964	135	100.0%
Second Year: (1964-65)		
4th Graduate Questionnaire, Feb.-May, 1965	119	88.7%
Third Year: (1965-66)		
5th Graduate Questionnaire, Feb.-May, 1966	120	88.9%
Fourth Year: (1966-67)		
6th Graduate Questionnaire, Feb.-May, 1967	122	90.4%
Fifth Year: (1967-68)		
7th Graduate Questionnaire, Feb.-June, 1968	114	84.4%

SCHOOL IV

Total No. of Graduates: 371	No.	% Response
First Year: (1963-64)		
1st Graduate Questionnaire, November, 1963	350	94.3%
2nd Graduate Questionnaire, February, 1964 (A special questionnaire devised for student's specific activity)	229	61.7%
3rd Graduate Questionnaire, Feb.-May, 1964	371	100.0%
Second Year: (1964-65)		
4th Graduate Questionnaire, Feb.-May, 1965	364	98.1%
Third Year: (1965-66)		
5th Graduate Questionnaire, Feb.-May, 1966	359	96.8%
Fourth Year: (1966-67)		
6th Graduate Questionnaire, Feb.-May, 1967	361	97.3%
Fifth Year: (1967-68)		
7th Graduate Questionnaire, Feb.-June, 1968	361	97.3%

B. Comparison of Intent Before Graduation with Activities Four Years Later. As previously shown, there were approximately 40% fewer graduates who had carried through with college plans than had anticipated.

Table 16

GRADUATES FROM FOUR HIGH SCHOOLS FROM THREE CALIFORNIA HIGH SCHOOL DISTRICTS OVER-PREDICT FOR COLLEGE AND UNDER-PREDICT FOR WORK OR OTHER ACTIVITIES

67%	Predicted College Before High School Graduation
25%	Received Either a 4 Yr. or J.C. Degree at the End of Five Years

The holding power of the four-year college is greater than that of junior college, as the majority of dropouts occurred at junior college (67% average of four schools at the end of five years) rather than at four year college (36% average of four schools at the end of five years).

Table 17

College Dropout Rates Four High Schools-
Three California School Districts

	School I % Dropped	School II % Dropped	School III % Dropped	School IV % Dropped
Junior College	80%	83%	71%	53%
4 Year College	56%	34%	33%	30%

Average Junior College Dropout Rate, Four Schools: 67%

Average 4 Year College Dropout Rate, Four Schools: 36%

C. Comparative Statistics. There is remarkable uniformity of performance among the four high schools particularly in so far as junior college graduation is concerned. There is also uniformity among three schools in so far as four year college graduation is concerned with School IV being considerably higher than the other three. The average percent for junior college graduation for four schools was 6% and the average for four year college graduation for four schools was 21%. Therefore, almost 80% of all graduates from four high schools entered work or career at some point below a Baccalaureate Degree.

Graduates at work comprised over two-fifths of the 961 graduates at the end of five years or 45%; School II had the highest percentage at work at 52%; School III had 50% at work; School IV had 44% at work and School I 32%. Statistics for those in the military were also surprisingly similar ranging between 9% and 13%, School I had 9%; School IV had 9%; School II had 10% and School III had 13% in the military service at the end of five years. Percentage of housewives ranged from 9% to 14% with School I having the highest percentage of housewives at 14%; School II 12%; School III 11% and School IV 9%.

The number of graduates at work steadily increased with each year away from high school and the number in college decreased in a like manner. Percentage at work was the largest percent in any one activity in all four schools at the end of five years. Also of note is the fact that over 60% of the college graduates from all schools worked part time while going to school: School I 68% of the total college graduates worked, School II 57% of the total college graduates worked, School III 64% of the total college graduates worked and School IV 60% of the total college graduates worked.

D. Card of Intent (Responses of Graduates Before High School Graduation). Approximately one month before high school graduation the participants in the five year follow up study were asked to fill out a card of intent which gave them the opportunity to respond to past activities and future plans.

1. Plans After High School Graduation. Tables in previous sections of this report have gone into detail on specific activities in relation to their intended activities. The tables which follow compare immediate plans after high school graduation and high school grade point average. The greatest number of graduates (30%) had grade point averages

ranging from 1.6 to 2.0. The next highest range of 2.1 to 2.5 had 237 graduates (24%). Areas of consistency were as follows: Graduates who planned to go to a University, State College and Private College had more students in the 2.6 - 3.0 grade point average range than any other grade point average category; these were the highest GPA groupings for any activity; all of the other activity areas had the highest number of students in the grade point average range of 1.6 - 2.0. This was generally consistently true of all four schools individually, also.

Parents were evidently more helpful with the educational decision than with occupational decision. Graduates indicated that they themselves were the most influencial in both areas; however, parents were (18%) helpful in educational decision making compared to only (8%) helpful with occupational decision making. (Tables 21 P. .63)

Another response from the card of intent before high school graduation was reasons for not planning further study. The greatest number of responses was in the "not interested" column for all four schools. The next reason listed by graduates was "not required in vocation," next was "marriage," and last was "insufficient funds." More students were in the grade point average range of 1.1 - 2.0 than any other, with the highest number in 1.1 - 2.5. (Table 20 p.62)

Table 18

ALL SCHOOLS

Immediate Plans After H.S. Graduation
(and High School Grade Point Average)

	Total		Univ.		State College		J.C. Trans.		J.C. Term.		Private College		Business School		Other School		Apprent. Train.		Military Service		Work	
GPA	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Response	12																					
Below 1.0	6																				5	
1.1 - 1.5	124	12	1				27	2	28	2	3		5		1		5		16	1	38	3
1.6 - 2.0	296	30	10	1	12	1	75	7	63	6	11	1	12	1	14	1	12	1	16	1	71	7
2.1 - 2.5	237	24	17	1	44	4	58	6	33	3	16	1	2		8		3		8		48	4
2.6 - 3.0	180	18	28	2	49	5	24	2	27	2	20	2	6		6				3		17	1
3.1 - 3.5	73	7	25	2	15	1	8		2		14	1	1		3						5	
3.6 - 4.0	33	3	13	1	4		1				13	1			1						1	
Totals	961	98	94	9	124	12	193	20	153	15	77	8	26	2	33	3	20	2	44	4	185	19

Percentages Based Upon Number Graduates From Four Schools

SCHOOL I

	Total		Univ.		State College		J.C. Trans		J.C. Term.		Private College		Business School		Other School		Apprent. Train.		Military Service		Work	
GPA	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Response	3																					
Below 1.0	1																				1	
1.1 - 1.5	21	10					5	2	3	1					1		1		3	1	8	4
1.6 - 2.0	59	30	2	1	3	1	11	5	10	5	2	1	1		2	1	1		6	3	21	10
2.1 - 2.5	54	27			9	4	14	7	3	1	5	2			4	2	2	1	5	2	12	6
2.6 - 3.0	38	19	3	1	13	6	5	2	2	1	4	2	1		2	1			1		7	3
3.1 - 3.5	13	6	2	1	2	1	4	2	1		2	1	1								1	
3.6 - 4.0	6	3	1		3	1					1										1	
Totals	195	98	8	4	30	15	39	20	19	9	14	7	3	1	9	4	4	2	15	7	51	26

Percentages Based Upon School I Total 1963 Graduates

Table 18

SCHOOL II

Immediate Plans After H.S. Graduation
(and High School Grade Point Average)

	Total		Univ.		State College		J.C. Trans.		J.C. Term.		Private College		Business School		Other School		Apprent. Train.		Military Service		Work	
GPA	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Response	2																					
Below 1.0	1																				1	
1.1 - 1.5	40	15					4	1	6	2			4	1			3	1	5	1	18	6
1.6 - 2.0	96	36	7	2	1		27	10	17	6	2		7	2	9	3	1		4	1	21	8
2.1 - 2.5	56	21	5	1	12	4	11	4	13	5			2		1						12	4
2.6 - 3.0	44	16	2		13	5	6	2	9	3	2		2		3	1			1		6	2
3.1 - 3.5	15	5	2		7	2	1								1						4	1
3.6 - 4.0	6	2	3	1	1		1				1											
Totals	260	99	19	7	34	13	50	19	45	17	5	1	15	5	14	5	4	1	10	3	62	23

Percentages Based Upon School II Total 1963 Graduates

SCHOOL III

	Total		Univ.		State College		J.C. Trans.		J.C. Term.		Private College		Business School		Other School		Apprent. Train.		Military Service		Work	
GPA	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Response	3																					
Below 1.0	1																				1	
1.1 - 1.5	12	8					2	1	4	2			1								5	3
1.6 - 2.0	40	29	1		2	1	7	5	6	4			1		1		8	5	2	1	12	8
2.1 - 2.5	47	34	2	1	2	1	13	9	8	5	2	1					1		2	1	17	12
2.6 - 3.0	22	16	1				6	4	9	6			2	1	1						3	2
3.1 - 3.5	4	2			1		1		1		1											
3.6 - 4.0	6	4	3	2							3	2										
Totals	135	97	7	5	5	3	29	21	28	20	6	4	4	2	2	1	9	6	4	2	38	28

Percentages Based Upon School III Total 1963 Graduates

Table 18

SCHOOL IV

Immediate Plans After H.S. Graduation
(and High School Grade Point Average)

	Total		Univ.		State College		J.C. Trans.		J.C. Term.		Private College		Business School		Other School		Apprent. Train.		Military Service		Work	
GPA	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Response	6																					
Below 1.0	1																		1			
1.1 - 1.5	51	13	1				16	4	15	4	3						1		8	2	7	1
1.6 - 2.0	101	27			6	1	30	8	30	8	7	1	3		2		2		4	1	17	4
2.1 - 2.5	80	21	10	2	21	5	20	5	9	2	9	2			3				1		7	1
2.6 - 3.0	76	20	22	5	23	6	7	1	7	1	14	3	1						1		1	
3.1 - 3.5	41	11	21	5	5	1	2				11	2			2							
3.6 - 4.0	15	4	6	1							8	2			1							
Totals	371	98	60	16	55	14	75	20	61	16	52	14	4	1	8	2	3	—	15	4	32	8

Percentages Based Upon School IV Total 1963 Graduates

Table 19

SCHOOL I

Plans After Graduation and Comparison With High School G.P.A. and Aptitude Scores

After	Total GPA		Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Graduation	No.	Av.	No.	Av.	No	Av.	No	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No	Av.	No	Av.	No	Av.
No Valid Answer	2	2.26											1	2.25			1	2.28				
University	6	2.67							1	1.85			1	2.97					1	1.99	3	3.08
State College	24	2.72									3	2.21	2	1.67			5	2.66	5	2.90	9	3.06
Jr. College Trs.	32	2.20			1	2.19	1	2.33			4	1.72	8	1.90			6	2.48	6	2.00	6	2.80
Jr. College Term.	15	2.03			2	1.58	2	1.80			4	1.82	4	2.12	1	2.64					2	2.67
Priv. College	10	2.52					1	2.31					3	2.34					2	2.18	4	2.89
Total College	89	2.38			3	1.78	4	2.06	1	1.85	11	1.89	18	2.06	1	2.64	11	2.56	14	2.35	24	2.94
Business School	2	2.68																	1	3.36	1	2.00
Other School	7	2.31					1	2.86			3	2.38	2	1.94			1	2.30				
Apprentice Train.	4	1.98			1	2.28					1	1.46	1	1.80							1	2.39
Military	13	1.94					3	1.86			3	2.06	1	2.05	2	2.31	1	2.14	2	1.35	1	1.96
Work	45	2.03	1	2.00	5	1.87	5	2.25	10	1.69	5	1.87	3	1.99	3	2.19	4	2.39	5	2.01	4	2.61
Total Non-College	71	2.06	1	2.00	6	1.94	9	2.19	10	1.69	12	2.01	7	1.96	5	2.24	6	2.33	8	2.01	7	2.40
TOTALS	160	2.24	1	2.00	9	1.88	13	2.15	11	1.71	23	1.95	26	2.04	6	2.30	18	2.47	22	2.23	31	2.81
No Response	35																					

SCHOOL IV

After	Total	GPA	Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Graduation	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
No Valid Answer	5	2.08							2	1.52	1	1.67			1	2.86					1	2.87
University	56	3.00	2	1.89							3	2.69	2	2.36	3	3.21	5	2.89	10	3.03	31	3.13
State College	51	2.56					4	2.43	1	1.85	4	2.41	3	2.78	4	2.76	7	2.49	12	2.48	16	2.67
Jr. College Trans.	72	1.99	4	1.64	3	1.97	4	2.00	4	1.54	5	1.90	9	1.98	10	1.64	11	2.27	10	2.16	12	2.22
Jr. College Term.	59	1.89	4	1.66	1	1.98	5	1.75	10	1.75	8	1.81	9	1.82	5	2.25	7	2.03	8	2.02	2	2.13
Private College	48	2.71	1	2.36			2	1.63	3	1.98	2	2.11	6	2.37	5	2.57	5	2.81	8	2.96	16	3.09
Total College	291	2.33	11	1.75	4	1.97	15	1.98	20	1.72	23	2.06	29	2.12	28	2.29	35	2.43	48	2.53	78	2.85
Business School	4	2.10									1	2.00	1	2.03			1	1.72	1	2.67		
Other School	7	2.76					1	2.03					2	2.68			2	2.36			2	3.60
Apprentice Train.	2	1.86							1	1.92					1	1.81						
Military	15	1.67	2	1.30	1	1.50	2	1.58	1	2.50	1	1.46	1	1.44	3	1.36	1	1.89	1	1.89	2	2.27
Work	28	1.83	3	1.61	1	2.00	7	1.72	4	1.72	2	2.21			3	2.04	1	2.13	7	1.84		
Total Non-College	56	1.92	5	1.48	2	1.75	10	1.72	6	1.88	4	1.97	4	2.20	7	1.71	5	2.09	9	1.93	4	2.93
Totals	347	2.31	16	1.67	6	1.89	25	1.88	26	1.76	27	2.05	33	2.13	35	2.17	40	2.39	57	2.44	82	2.86
No Response	24																					

Table 19

SCHOOL II

Plans After Graduation and Comparison With High School G.P.A. and Aptitude Scores

After Graduation	Total No	GPA Av.	Apt. 00-09 No	Apt. 00-09 Av.	Apt. 10-19 No	Apt. 10-19 Av.	Apt. 20-29 No	Apt. 20-29 Av.	Apt. 30-39 No	Apt. 30-39 Av.	Apt. 40-49 No	Apt. 40-49 Av.	Apt. 50-59 No	Apt. 50-59 Av.	Apt. 60-69 No.	Apt. 60-69 Av.	Apt. 70-79 No	Apt. 70-79 Av.	Apt. 80-89 No	Apt. 80-89 Av.	Apt. 90-99 No	Apt. 90-99 Av.
University	17	2.62	6	2.35	1	1.97	5	3.46	1	3.46									2	2.12	2	1.80
State College	31	2.75	6	2.56	6	3.03	7	2.95	2	2.73							1	2.56			9	2.55
Jr. College Trs.	47	2.15	13	2.00	7	2.57	7	2.42	1	2.68									6	1.92	13	2.02
Jr. College Term.	45	2.15	17	2.06	7	2.18	1	2.36											3	2.24	17	2.19
Private College	5	2.65	1	3.00	2	2.45	1	3.72											1	1.64		
Total College	145	2.35	43	2.17	23	2.53	21	2.90	4	2.90							1	2.56	12	2.01	41	2.19
Business School	12	1.85	3	1.54	1	1.50													2	1.98	6	2.02
Other School	12	2.06	1	1.64	2	2.52											1	2.05	2	2.24	6	1.93
Apprentice Train.	4	1.61	2	1.77															1	1.48	1	1.43
Military	6	1.62	1	1.85	2	1.41															3	1.69
Work	54	1.92	15	2.29	4	2.22											5	1.65	10	1.63	20	1.79
Total Non-College	88	1.89	22	2.09	9	2.02											6	1.71	15	1.74	36	1.83
Totals	233	2.18	65	2.15	32	2.39	21	2.90	4	2.90							7	1.84	27	1.86	77	2.03
No Response	27																					

SCHOOL III

After Graduation	Total No.	GPA Av.	Apt. 00-09 No	Apt. 00-09 Av.	Apt. 10-19 No	Apt. 10-19 Av.	Apt. 20-20 No.	Apt. 20-20 Av.	Apt. 30-39 No.	Apt. 30-39 Av.	Apt. 40-49 No.	Apt. 40-49 Av.	Apt. 50-59 No.	Apt. 50-59 Av.	Apt. 60-69 No.	Apt. 60-69 Av.	Apt. 70-79 No.	Apt. 70-79 Av.	Apt. 80-89 No.	Apt. 80-89 Av.	Apt. 90-99 No.	Apt. 90-99 Av.
No Valid Answer	3	2.41	2	2.27													1	2.70				
University	6	3.12													2	3.03	3	3.02			1	3.60
State College	5	2.34	1	2.09															2	1.91	2	2.89
Jr. College Trans.	27	2.31	7	2.23	2	1.94	1	2.38	4	2.10			2	2.53	2	1.96	4	2.31	2	2.95	3	2.68
Jr. College Term.	28	2.28	9	2.10	2	2.97	6	2.31	5	2.14	2	2.51	1	2.32	1	2.06	2	2.58				
Private College	6	3.27					1	2.50	1	2.48							1	3.87	1	3.45	2	3.67
Total College	75	2.44	19	2.16	4	2.45	8	2.34	10	2.15	2	2.51	3	2.46	5	2.40	11	2.73	5	2.63	8	3.09
Business School	3	2.04	1	1.23			1	2.07					1	2.83								
Other School	2	2.42			1	1.88															1	2.96
Apprentice Train.	8	1.90	1	2.07			3	1.72	2	2.08					1	2.03	1	1.82				
Military	4	2.02	1	1.74			1	2.21	1	1.71			1	2.43								
Work	35	2.14	10	1.92	8	2.12	1	1.79	4	1.89	2	2.40	5	2.41	2	2.34	3	2.60				
Total Non-College	52	2.09	13	1.86	9	2.09	6	1.87	7	1.91	2	2.40	7	2.47	3	2.23	4	2.40	0		1	2.96
Totals	127	2.30	32	2.04	13	2.20	14	2.14	17	2.06	4	2.45	10	2.47	8	2.34	15	2.64	5	2.63	9	3.08
No Response	8																					

Table 20

ALL SCHOOLS

Students' Intent Before H.S. Graduation

Reasons For Not Planning Further Study and High School Grade Point Average

GPA	Total No.	Total %	Insuff. Funds No.	Insuff. Funds %	Not Interested No.	Not Interested %	Not Required In Vocation No.	Not Required In Vocation %	Marriage No.	Marriage %
Below 1.0	5		1		4					
1.1 - 1.5	49	5	4		28	2	11	1	6	
1.6 - 2.0	69	7	12	1	21	2	19	1	17	1
2.1 - 2.5	47	4	8		15	1	10	1	14	1
2.6 - 3.0	21	2	5		4		7		5	
3.1 - 3.5	4				1		2		1	
3.6 - 4.0	1		1							
Totals	196	20	31	3	73	7	49	5	43	4

Percentages Based on Number Responded from Four Schools

SCHOOL I

GPA	Total No.	Total %	Insuff. Funds No.	Insuff. Funds %	Not Interested No.	Not Interested %	Not Required In Vocation No.	Not Required In Vocation %	Marriage No.	Marriage %
No Response	144									
Below 1.0	1				1					
1.1 - 1.5	9	4			7	3	1		1	
1.6 - 2.0	19	9	4	2	5	2	6	3	4	2
2.1 - 2.5	13	6	3	1	2	1	4	2	4	2
2.6 - 3.0	7	3	2	1	1		2	1	2	1
3.1 - 3.5	1						1			
3.6 - 4.0	1		1							
Totals	195	26	10	5	16	8	14	7	11	5

Percentages Based Upon School I Total 1963 Graduates

SCHOOL II

GPA	Total No.	Total %	Insuff. Funds No.	Insuff. Funds %	Not Interested No.	Not Interested %	Not Required In Vocation No.	Not Required In Vocation %	Marriage No.	Marriage %
No Response	197									
Below 1.0	1				1					
1.1 - 1.5	21	8	2		10	3	6	2	3	1
1.6 - 2.0	23	8	3	1	4	1	10	3	6	2
2.1 - 2.5	9	3	1		5	1			3	1
2.6 - 3.0	4	1			1		3	1		
3.1 - 3.5	3	1			1		1		1	
3.6 - 4.0										
Totals	61	23	6	2	22	8	20	7	13	5

Percentages Based Upon School II Total 1963 Graduates

Table 20

SCHOOL III

Students' Intent Before H.S. Graduation

Reasons for not Planning Further Study and High School Grade Point Average

GPA	Total No.	Total %	Insuff. Funds No.	Insuff. Funds %	Not Interested No.	Not Interested %	Not Required In Vocation No.	Not Required In Vocation %	Marriage No.	Marriage %
No Response	89									
Below 1.0	1				1					
1.1 - 1.5	6	4	1		4	2	1			
1.6 - 2.0	13	9	3	2	7	5	1		2	1
2.1 - 2.5	19	14	4	2	5	3	5	3	5	3
2.6 - 3.0	7	5	2	1	1		2	1	2	1
3.1 - 3.5										
3.6 - 4.0										
Totals	46	34	10	7	18	13	9	6	9	6

Percentages Based Upon School III Total 1963 Graduates

SCHOOL IV

GPA	Total No.	Total %	Insuff. Funds No.	Insuff. Funds %	Not Interested No.	Not Interested %	Not Required In Vocation No.	Not Required In Vocation %	Marriage No.	Marriage %
No Response	335									
Below 1.0										
1.1 - 1.5	13	3	1		7	1	3		2	
1.6 - 2.0	14	3	2		5	1	2		5	1
2.1 - 2.5	6	1			3		1		2	
2.6 - 3.0	3		1		1				1	
3.1 - 3.5										
3.6 - 4.0										
Totals	371	9	4	1	16	4	6	1	10	2

Percentages Based Upon School IV Total 1963 Graduates

Table 21

Educational Decision Influenced by Whom (Before High School Graduation)

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Reason	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	14	1	3		1.5	2		.8	2		1.5	7		1.9
Self	731	76	159	16	81.5	219	22	84.2	111	11	82.2	242	25	65.2
Parents	180	18	17	1	8.7	33	3	12.7	17	1	12.6	113	11	30.5
School Personnel	36	3	16	1	8.2	6		2.3	5		3.7	9		2.4
Totals	961	100	195	20	99.9	260	27	100.0	135	14	100.0	371	38	100.0

Table 22

Occupational Decision Influenced By Whom (Before High School Graduation)

	All Schools		School I(195 Grads)			School II (260 Grads)			School III (135 Grads)			School IV (371 Grads)		
	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No. Valid Answer	67	6	17	1	8.7	8		3.1	11	1	8.1	31	3	8.4
Self	738	76	140	14	71.8	215	22	82.7	111	11	82.3	272	28	73.3
Parents	84	8	11	1	5.6	29	3	11.1	2		1.5	42	4	11.3
School Personnel	72	7	27	2	13.9	8		3.1	11	1	8.1	26	2	7.0
Totals	961	100	195	20	100.0	260	27	100.0	135	14	100.0	371	38	100.0

Forty-four percent (44%) of the graduates indicated they had taken a college prep program while in high school, 29% a general course, 21% a business course and 3% industrial arts and shop course. School IV had the highest percentage in a college prep course (57%) of all the schools; School I had 47%; School II 40% and School III 19% in college prep courses in high school. School II had the highest number of graduates in a business course of any other school (34%), and School I had the highest number in an industrial arts or shop course (7%).

Almost one-half of the total graduates in the study estimated their ability to be average; however an additional 40% estimated their ability to be above-average, with only 5% estimating superior and 3% below-average. There were more graduates from School IV who estimated their ability as above average (49%) than at any other school; School I had 42%, School II had 34% and School III had 32% who estimated their ability to be above-average. School IV also had the greatest number who estimated their ability to be in the superior range (10%);and School III had the fewest number estimating that they were in the superior range at .7%. School III also had the largest percentage estimating themselves as below-average (8%) in comparison to School I with 3%, School II with 3% and School IV at 2%. (Table 23 p.66)

Comparing the graduates actual high school grade point average with their estimate of ability we find the following:

Summary of Table 24

ALL SCHOOLS

Re-Cap of Actual High School G.P.A. and Estimate of Ability

	Estimated Superior (3.6 - 4.0)	Actual % Superior (3.6 - 4.0)
School IV	10%	1%
School I	5%	--
School II	2%	--
School III	.7%	1%

A discrepancy appears to be that graduates who might be considered in the superior high school grade point average (3.6 - 4.0) did not see themselves as superior but rated themselves in the above-average or in two cases in average column. (Table 25 p.67)

Table 23

Estimate of Ability
(Students' Estimates Before Graduation)

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Ability	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	14	1	4		2.1				3		2.2	7		1.8
Superior	51	5	9		4.6	4		1.5	1		.7	37	3	10.1
Above Average	394	40	81	8	41.5	89	9	34.2	43	4	31.9	181	18	48.8
Average	467	48	95	9	48.7	158	16	60.8	77	8	57.0	137	14	36.9
Below Average	35	3	6	—	3.1	9	—	3.5	11	1	8.2	9	—	2.4
Totals	961	100	195	20	100.0	260	27	100.0	135	14	100.0	371	38	100.0

Table 24

Grade Point Average By Groups
(High School G.P.A.)

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Grade Point	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Answer	198	20	192	19		5		1.9	1		.7			
4.00	6								1		.7	5		1.4
3.75	12	1	1		.5	2		.8	2		1.5	7		1.8
3.50	28	2				6		2.3	4		3.0	18	1	4.8
3.00	99	10	1		.5	22	2	8.5	15	1	11.1	61	6	16.4
2.75	59	6	1		.5	23	2	8.9	7		5.2	28	2	7.6
2.50	112	11				25	2	9.6	32	3	23.7	55	5	14.8
2.00	203	21				66	6	25.4	42	4	31.1	95	9	25.6
1.75	99	10				45	4	17.3	13	1	9.6	41	4	11.1
1.50	85	8				37	3	14.2	11	1	8.2	37	3	10.0
1.00	60	6	—	—	—	29	3	11.1	7	—	5.2	24	2	6.5
Totals	961	100	195	20		260	27	100.0	135	14	100.0	371	38	100.0

Table 25

ALL SCHOOLS

Before Graduation

Estimate of Ability
and High School Grade Point Average

GPA	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Average No.	Average %	Below Average No.	Below Average %
No Response	14									
Below 1.0	6				1		1		4	
1.1 - 1.5	125	13	3		20	2	91	9	11	1
1.6 - 2.0	297	30	5		76	7	202	21	14	1
2.1 - 2.5	235	24	8		101	10	122	12	4	
2.6 - 3.0	178	18	13	1	117	12	47	4	1	
3.1 - 3.5	73	7	15	1	55	5	3			
3.6 - 4.0	33	3	7		24	2	1		1	
Totals	961	98	51	5	394	40	467	48	35	3

Percentages Based on Total Graduates of Four Schools

SCHOOL I

GPA	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Average No.	Average %	Below Average No.	Below Average %
No Response	4									
Below 1.0	1				1					
1.1 - 1.5	22	11			3	1	16	8	3	1
1.6 - 2.0	59	30	2	1	15	7	40	20	2	1
2.1 - 2.5	54	27	2	1	25	12	26	13	1	
2.6 - 3.0	36	18	3	1	22	11	11	5		
3.1 - 3.5	13	6	2	1	10	5	1			
3.6 - 4.0	6	3			5	2	1			
Totals	195	97	9	4	81	41	95	48	6	3

Percentages Based Upon School I total 1963 Graduates

SCHOOL II

GPA	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Average No.	Average %	Below Average No.	Below Average %
Below 1.0	1						1			
1.1 - 1.5	40	15			3	1	34	13	3	1
1.6 - 2.0	96	37	1		13	5	78	30	4	1
2.1 - 2.5	56	22			24	9	32	12		
2.6 - 3.0	44	17	1		31	11	12	4		
3.1 - 3.5	15	6	2		12	4	1			
3.6 - 4.0	6	2			6	2				
Totals	258	99	4	1	89	34	158	60	7	2

Percentages Based Upon School II total 1963 Graduates

Table25

SCHOOL III

Before Graduation

Estimate of Ability and High School Grade Point Average

GPA	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Average No.	Average %	Below Average No.	Below Average %
No Response	3									
Below 1.0	1								1	
1.1 - 1.5	11	8			1		7	5	3	2
1.6 - 2.0	40	29			8	5	28	20	4	2
2.1 - 2.5	48	35			12	8	34	25	2	1
2.6 - 3.0	22	16			13	9	8	5	1	
3.1 - 3.5	4	2			4	2				
3.6 - 4.0	6	4	1		5	3				
Totals	135	97	1		43	31	77	57	11	8

Percentages Based Upon School III total 1963 Graduates

SCHOOL IV

GPA	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Average No.	Average %	Below Average No.	Below Average %
No Response	7									
Below 1.0	1								1	
1.1 - 1.5	52	14	3		13	3	34	9	2	
1.6 - 2.0	102	27	2		40	10	56	15	4	1
2.1 - 2.5	77	20	6	1	40	10	30	8	1	
2.6 - 3.0	76	20	9	2	51	13	16	4		
3.1 - 3.5	41	11	11	2	29	7	1			
3.6 - 4.0	15	4	6	1	8	2			1	
Totals	371	98	37	9	181	48	137	36	9	2

Percentages Based Upon School IV Total 1963 Graduates

Table 26

SCHOOL I

Before High School Graduation

Graduates Estimate of Ability and Comparison with Actual H. S. GPA and Aptitude

Estimate of Ability	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
No Valid Answer	3	2.65													1	2.64					2	2.66
Superior	8	2.56											2	1.67							6	2.86
Above Average	63	2.51			1	2.80	3	2.15	2	1.47	9	2.16	7	2.32	1	2.28	11	2.56	9	2.38	20	2.92
Average	80	2.01	1	2.00	4	1.89	10	2.15	8	1.77	13	1.81	17	1.96	4	2.22	7	2.33	13	2.12	3	2.10
Below Average	6	1.71			4	1.65			1	1.68	1	2.00										
Totals & Av.GPA	160	2.24	1	2.00	9	1.88	13	2.15	11	1.71	23	1.95	26	2.04	6	2.30	18	2.47	22	2.23	31	2.81

SCHOOL II

Graduates Estimate of Ability and Comparison with Actual H. S. GPA and Aptitude

Before High School Graduation

Estimate of Ability	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
Superior	3	2.81			1	3.32	2	2.55														
Above Average	82	2.64	29	2.46	16	2.59	15	3.13	4	2.90									4	2.23	14	2.57
Average	140	1.94	36	1.89	14	2.15	4	2.22									6	1.98	20	1.83	60	1.93
Below Average	8	1.42			1	1.80											1	.97	3	1.58	3	1.29
Totals & Av.GPA	233	2.18	65	2.15	32	2.39	21	2.90	4	2.90							7	1.84	27	1.86	77	2.03

Table 26

SCHOOL III

Graduates Estimate of Ability and Comparison with Actual H. S. GPA and Aptitude

Before High School Graduation

Estimate of	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
Ability	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
No Valid Answer	3	2.07							2	1.91			1	2.40								
Superior	1	3.60																			1	3.60
Above Average	41	2.64	3	1.74	4	2.54	3	2.19	2	2.09	2	2.58	4	2.46	1	3.63	11	2.74	3	3.12	8	3.01
Average	72	2.15	20	2.09	8	2.19	11	2.12	13	2.07	2	2.33	5	2.49	7	2.16	4	2.37	2	1.91		
Below Average	10	1.93	9	2.04	1	1.00																
Totals & Av.GPA	127	2.30	32	2.04	13	2.20	14	2.14	17	2.06	4	2.45	10	2.47	8	2.34	15	2.64	5	2.63	9	3.08

SCHOOL IV

Graduates Estimate of Ability and Comparison with Actual H. S. GPA and Aptitude

Before High School Graduation

Estimate of	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
Ability	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
No Valid Answer	4	2.41							1	1.96			1	2.77	1	2.62	1	2.29				
Superior	32	2.94									1	2.62	2	1.49			1	3.10	5	2.87	23	3.09
Above Average	171	2.49	1	1.79	2	1.94	5	1.78	5	2.03	9	2.07	15	2.21	19	2.35	23	2.51	37	2.48	55	2.81
Average	132	1.95	12	1.74	4	1.87	19	1.89	19	1.71	16	2.03	15	2.09	15	1.91	15	2.17	14	2.07	3	2.24
Below Average	8	1.90	3	1.38			1	2.03	1	1.28	1	1.67							1	3.62	1	2.50
Totals & Av.GPA	347	2.31	16	1.67	6	1.89	25	1.88	26	1.76	27	2.05	33	2.13	35	2.17	40	2.39	57	2.44	82	2.86

Table 27

Course of Study in High School

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Course	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	8		6	.4	3.1				2	.2	1.5			
College Prep	432	44	91	9	46.6	104	10	40.0	26	2	19.3	211	21	56.9
Business	208	21	62	6	31.8	89	9	34.2	30	3	22.2	27	2	7.3
General	281	29	22	2	11.3	58	6	22.3	73	7	54.1	128	13	34.5
Indust. Arts/Shop	32	3	14	1	7.2	9	.9	3.5	4	.4	2.9	5	.5	1.3
Totals	961	100	195	20	100.0	260	27	100.0	135	14	100.0	371	38	100.0

Table 28

Reasons For Not Planning Further Study
Students' Intent Before Grad.

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV (371 Grads)		
Reason	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	765	79	144	14	73.9	197	20	75.8	89	9	65.9	335	34	90.3
Insufficient Funds	31	3	10	1	5.1	7		2.7	10	1	7.4	4		1.1
Not Interested	73	7	16	1	8.2	23	2	8.8	18	1	13.3	16	1	4.3
Not Required in My Vocation	49	5	14	1	7.2	20	2	7.7	9		6.7	6		1.6
Marriage	43	4	11	1	5.6	13	1	5.0	9		6.7	10	1	2.7
Totals	961	100	195	20	100.0	260	27	100.0	135	14	100.0	371	38	100.0

Table 29

ALL SCHOOLS

High School GPA Compared to High School Course of Study

Before Graduation

GPA	Total		College Prep		Business		General		Industrial Arts	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Response	8	1								
Below 1.0	6						5		1	
1.1 - 1.5	126	13	16	2	30	3	75	8	5	
1.6 - 2.0	297	31	73	8	83	9	124	13	17	2
2.1 - 2.5	239	25	122	13	54	6	56	6	7	
2.6 - 3.0	180	19	124	13	35	4	19	2	2	
3.1 - 3.5	73	8	66	7	6		1			
3.6 - 4.0	32	3	31	3			1			
Totals	961	100	432	46	208	22	281	29	32	2

Percentages Based on Total Graduates of Four High Schools

SCHOOL I

GPA	Total		College Prep		Business		General		Industrial Arts	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Response	6									
Below 1.0	1								1	
1.1 - 1.5	22	11	4	2	10	5	6	3	2	1
1.6 - 2.0	58	30	18	9	23	12	8	4	9	5
2.1 - 2.5	55	28	32	16	15	8	6	3	2	1
2.6 - 3.0	35	18	22	11	11	6	2	1		
3.1 - 3.5	13	7	10	5	3	1				
3.6 - 4.0	5	2	5	2						
Totals	195	96	91	46	62	32	22	11	14	8

Percentages Based Upon School I total 1963 Graduates

SCHOOL II

GPA	Total		College Prep		Business		General		Industrial Arts	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Response	2									
Below 1.0	1						1			
1.1 - 1.5	40	15	6	2	12	4	19	7	3	1
1.6 - 2.0	96	37	27	10	39	15	27	10	3	1
2.1 - 2.5	56	22	26	10	22	8	6	2	2	
2.6 - 3.0	44	17	27	10	13	5	3	1	1	
3.1 - 3.5	15	6	12	4	3	1				
3.6 - 4.0	6	2	6	2						
Totals	260	99	104	40	89	34	56	21	9	3

Percentages Based Upon School II total 1963 Graduates

E. Summary of Responses by Graduates to Specific Questions on Questionnaires Used throughout the Five Year Follow-Up Study. A total of seven questionnaires was sent throughout the five year follow-up. The following represents summarized statements and tables of some of the responses.

1. One year later 34% to 43% of the graduates from Schools I, II and IV and 20% from School III were doing exactly what they thought while in high school; an additional 20% were doing somewhat what they thought while in high school. The remaining graduates were not doing what they thought they would be or indicated they had no plans while in high school.

Table 30

ALL SCHOOLS

Are You Doing What You Thought In High School
One Year After High School Graduation

	All Schools		School I		School II		School III		School IV	
	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
No Definite Plans	103	11%	15	8%	33	13%	15	11%	40	11%
Not At All	116	12%	23	12%	42	16%	17	13%	34	9%
Something Similar	193	20%	40	20%	57	22%	23	17%	73	20%
Almost Exactly	349	36%	73	37%	89	34%	27	20%	160	43%
Totals	761	79%	151	77%	221	85%	82	61%	307	83%

2. In all schools, the extra curricular activity most helpful was Athletics (School I - 13%, School II - 19%, School III - 11%, School IV - 16%) with Social Activities and Clubs second most helpful. Speech was third, Music was fourth, and Drama and Art fifth most helpful.

Table 31

ALL SCHOOLS

What Extra Curricular Activity Has Helped You

	All Schools		School I		School II		School III		School IV	
	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Clubs	89	16%	11	6%	20	8%	13	10%	45	12%
Athletics	149	26%	26	13%	50	19%	15	11%	58	16%
Dramatics	32	6%	9	5%	3	1%	3	2%	17	5%
Speech Activities	44	8%	8	4%	18	7%	5	4%	13	3%
Music Activities	38	6%	10	5%	5	2%	4	3%	19	5%
Social Affairs	104	18%	18	9%	34	13%	10	7%	42	11%
Art Activities	28	5%	4	2%	11	4%	4	3%	9	2%
Other	85	15%	18	9%	36	14%	5	4%	26	7%
Totals	569	100%	104	53%	177	68%	59	44%	229	61%

3. Three questions on high school grading methods were asked: whether graduates considered them fair, consistent, and realistic. The following percentages apply:

Table 32

ALL SCHOOLS

Grading Methods Fair

	Usually	Sometimes	Seldom
School I	41%	22%	1%
School II	55%	19%	2%
School III	34%	8%	--
School IV	49%	21%	1%

Grading Methods Consistent

	Usually	Sometimes	Seldom
School I	27%	31%	5%
School II	46%	20%	4%
School III	24%	10%	5%
School IV	37%	24%	9%

Grading Methods Realistic

	Usually	Sometimes	Seldom
School I	24%	30%	9%
School II	35%	26%	10%
School III	26%	10%	4%
School IV	27%	32%	8%

4. Graduates from all schools felt high school grading methods were "usually" fair (47%) and consistent (35%); however, regarding whether grading methods were realistic, the percentages were almost the same between "usually" (28%) and "sometimes" (27%). The percentages for "seldom" in all three categories were small, ranging from 1% to 8%. Evidently, graduates as a whole were satisfied with grading methods.

5. At all four schools, graduates overwhelmingly felt that schools should offer more vocational courses. School II had the highest responding "yes" (70%) and School III had the lowest (30%). Two thirds of the graduates answered the question and of that group

79% answered affirmatively:

Table 33

ALL SCHOOLS

Should School offer more vocational courses?	All Schools No.	% of All Schs.	School I No.	% of Grads	School II No.	% of Grads	School III No.	% of Grads	School IV No.	% of Grads
Yes	484	79%	100	51%	183	70%	40	30%	160	43%
No	121	21%	28	14%	34	13%	5	4%	60	16%
	611	100%	128	65%	217	83%	45	34%	220	59%

6. In all schools percentages were about equally divided between "yes" and "no" on whether schools should require more courses such as typing, math, science and social studies. Almost two thirds were against allowing more electives, but were in favor of using more homogeneous groupings in classes (56% "yes", 24% "no").

7. Seventy seven percent (77%) of all the graduates responded to the question: "Should the schools use stricter discipline?" 56% responded "yes" and 44% responded "no". All schools except School IV had a higher percentage of "yes" than "no."

Table 34

ALL SCHOOLS

Should School Use Stricter Discipline?	All Schools No.	% of All Schs.	School I No.	% of Grads	School II No.	% of Grads	School III No.	% of Grads	School IV No.	% of Grads
Yes	414	56%	83	43%	133	51%	58	43%	140	38%
No	322	44%	45	23%	85	33%	24	18%	168	45%
Totals	736	100%	128	66%	218	84%	82	61%	308	83%

8. All graduates responded that there were two few required courses.

Table 35

ALL SCHOOLS

Quantity of Required Courses	All Schools No.	% of All Schs.	School I No.	% of Grads	School II No.	% of Grads	School III No.	% of Grads	School IV No.	% of Grads
Too Many	169	30%	25	13%	55	21%	9	7%	80	22%
Too Few	362	65%	89	46%	117	45%	42	31%	114	31%
Other	27	5%	2	1%	21	8%	1	1%	3	1%
Totals	558	100%	116	60%	193	74%	52	39%	197	54%

9. School I graduates were equally divided as to whether schools should require more homework (33% "yes"; 32% "no"), but the other three schools indicated schools should not require more homework ("no" responses: School II, 64%; School III, 39%; School IV, 62%).

10. All schools' graduates were almost evenly divided regarding the need for more social activities (46% "yes"; 54% "no").

11. Of the various kinds of teaching techniques used in schools, graduates from all schools rated Audio-Visual Aids last with Group Discussion and Learning by Doing above all other methods.

	Very Helpful
Group Discussion	62%
Learning by Doing	59%
Labs	45%
Lectures	45%
Study Guides	28%
Library Materials	29%
Audio-Visual Aids	20%

12. Questions relating to help received from school in various academic and personal help areas showed unusual consistency of response from graduates of all schools. For example, of the three choices, "Very Helpful," "Helpful," and "Little or No Help," graduates from all schools responded consistently in the "Helpful" column for thirteen areas: Future Education, College Skills, Understanding Abilities, etc. (See Tables which follow).

Table 36

ALL SCHOOLS

	All Schools		School I		School II		School III		School IV	
	No.	% of All Sch.	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Has School Helped You In Future Education?										
Very Helpful	325	44%	42	22%	80	31%	38	28%	165	44%
Helpful	322	44%	63	32%	109	42%	36	26%	114	31%
Little/No Help	89	12%	24	12%	32	12%	9	7%	24	7%
Totals	735	100%	129	66%	221	85%	83	61%	303	82%
Has School Helped You In Developing College Skills?										
Very Helpful	129	18%	22	11%	27	10%	16	12%	64	17%
Helpful	333	46%	51	26%	102	40%	35	26%	145	39%
Little/No Help	256	36%	51	26%	88	34%	28	21%	89	24%
Totals	718	100%	124	63%	217	84%	79	59%	298	80%
Has School Helped You In Understanding Your Abilities?										
Very Helpful	215	29%	33	17%	57	22%	30	22%	95	26%
Helpful	380	51%	68	35%	114	44%	42	31%	156	42%
Little/No Help	144	20%	28	14%	51	19%	12	9%	53	14%
Totals	739	100%	129	66%	222	85%	84	62%	304	82%
Has School Helped You In Using Good English?										
Very Helpful	259	35%	40	21%	78	30%	30	22%	111	30%
Helpful	406	55%	73	37%	129	50%	44	33%	160	43%
Little/No Help	76	10%	17	9%	16	6%	9	7%	34	9%
Totals	741	100%	130	67%	223	86%	83	62%	305	82%
Has School Helped You In Ability To Read?										
Very Helpful	250	34%	47	24%	64	25%	41	30%	98	26%
Helpful	348	47%	57	29%	110	42%	31	23%	150	40%
Little/No Help	143	19%	26	13%	49	19%	12	9%	56	15%
Totals	741	100%	130	66%	223	86%	84	62%	304	81%
Has School Helped You In Everyday Math Skills?										
Very Helpful	222	30%	49	25%	56	22%	29	21%	88	24%
Helpful	364	49%	53	27%	128	49%	36	27%	147	40%
Little/No Help	152	21%	28	14%	37	14%	18	13%	69	18%
Totals	738	100%	130	66%	221	85%	83	61%	304	82%
Has School Helped You In Thinking Thru Problems?										
Very Helpful	218	30%	41	20%	55	21%	26	19%	96	26%
Helpful	379	51%	64	33%	114	44%	44	33%	157	42%
Little/No Help	141	19%	24	13%	53	20%	13	10%	51	14%
Totals	738	100%	129	66%	222	85%	83	62%	304	82%

Table 36 continued

ALL SCHOOLS

	All Schools		School I		School II		School III		School IV	
	No.	% of All Schs.	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Has School Helped You In Understanding Government?										
Very Helpful	301	41%	55	28%	76	29%	31	23%	139	37%
Helpful	369	50%	63	32%	128	49%	41	30%	137	37%
Little/No Help	67	9%	10	5%	19	7%	12	9%	26	7%
Totals	737	100%	128	65%	223	85%	84	62%	302	81%
Has School Helped You In Understanding World Problems?										
Very Helpful	195	26%	34	17%	45	17%	21	16%	95	26%
Helpful	429	58%	81	42%	133	51%	49	36%	166	45%
Little/No Help	115	16%	15	7%	44	17%	13	10%	43	11%
Totals	739	100%	130	66%	222	85%	83	62%	304	82%
Has School Helped You In Understanding The Influence of Business?										
Very Helpful	124	17%	23	12%	30	11%	19	14%	52	14%
Helpful	347	47%	58	29%	106	41%	44	33%	139	38%
Little/No Help	265	36%	49	25%	86	33%	21	15%	109	29%
Totals	736	100%	130	66%	222	85%	84	62%	300	81%
Has School Helped You In Getting Along With People?										
Very Helpful	311	42%	42	21%	82	31%	49	36%	138	37%
Helpful	364	50%	78	40%	118	45%	32	24%	136	37%
Little/No Help	61	8%	10	5%	22	9%	3	2%	26	7%
Totals	736	100%	130	66%	222	85%	84	62%	300	81%
Has School Helped You In Conducting Your Own Affairs?										
Very Helpful	179	24%	34	17%	49	19%	23	17%	73	20%
Helpful	372	51%	60	31%	105	40%	41	30%	166	45%
Little/No Help	185	25%	36	18%	68	26%	19	14%	62	16%
Totals	736	100%	130	66%	222	85%	83	61%	301	81%
Has School Helped You In Using Your Spare Time?										
Very Helpful	109	15%	18	9%	25	10%	17	12%	49	13%
Helpful	337	45%	67	34%	81	31%	43	32%	146	39%
Little/No Help	294	40%	45	23%	116	44%	24	18%	109	29%
Totals	740	100%	130	66%	222	86%	84	62%	304	81%

13. General consistency of response was also found in the "Little or No Help" for ten areas: Appreciating Arts, Public Speaking, Using Money Wisely, Organizing Work, Understanding Financing, etc.

Table 37

ALL SCHOOLS

Has School Helped You In Appreciating Arts?

	All Schools		School I		School II		School III		School IV	
	No.	% of All Schs.	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Very Helpful	156	21%	27	14%	43	17%	19	14%	67	18%
Helpful	264	36%	50	26%	69	26%	30	22%	115	31%
Little/No Help	314	43%	51	26%	111	43%	32	24%	120	32%
Totals	734	100%	128	66%	223	86%	81	60%	302	81%
Has School Helped You In Public Speaking?										
Very Helpful	150	20%	30	15%	29	11%	18	13%	73	20%
Helpful	275	37%	40	21%	85	33%	32	24%	118	32%
Little/No Help	315	43%	59	30%	109	42%	34	25%	113	30%
Totals	740	100%	129	66%	223	86%	84	62%	304	82%
Has School Helped You In Using Money Wisely?										
Very Helpful	81	11%	12	6%	24	9%	15	11%	30	8%
Helpful	254	35%	51	26%	72	5%	30	22%	101	26%
Little/No Help	399	54%	65	33%	125	48%	39	29%	170	46%
Totals	734	100%	128	65%	221	62%	84	62%	301	62%
Has School Helped You In Organizing Work?										
Very Helpful	77	17%	16	8%	16	6%	12	9%	33	9%
Helpful	115	26%	23	12%	45	17%	15	11%	32	8%
Little/No Help	254	57%	41	21%	75	29%	24	18%	114	31%
Totals	446	100%	80	41%	136	52%	51	38%	179	48%
Has School Helped You In Understanding Financing?										
Very Helpful	99	14%	19	10%	21	8%	15	11%	44	12%
Helpful	259	35%	56	29%	87	33%	33	24%	83	22%
Little/No Help	375	51%	54	28%	113	44%	35	26%	173	47%
Totals	733	100%	129	67%	221	85%	83	61%	300	81%
Has School Helped You In Preparing For Marriage?										
Very Helpful	118	16%	12	6%	41	16%	19	14%	46	12%
Helpful	282	39%	30	15%	108	41%	35	26%	109	29%
Little/No Help	323	45%	86	44%	69	27%	27	20%	141	38%
Totals	723	100%	128	65%	218	84%	81	60%	296	79%

Table 37 continued

ALL SCHOOLS

Has School Helped You In Getting A Job?

	All Schools		School I		School II		School III		School IV	
	No.	% of All Schs.	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Very Helpful	162	23%	27	14%	36	14%	27	20%	72	19%
Helpful	273	38%	46	24%	93	35%	29	21%	105	28%
Little/No Help	278	39%	55	28%	87	34%	23	17%	113	31%
Totals	713	100%	128	66%	216	83%	79	58%	290	78%

14. Graduates from all schools found parents and other adults to be the most help in planning for the future while in high school. School IV had the highest percentage in the "Very Helpful" column (39%).

Table 38

ALL SCHOOLS

Helped By Friends/Other Young People										
	All Schools		School I		School II		School III		School IV	
	No.	% of All Schs.	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Very Helpful	96	13%	18	9%	27	10%	10	7%	41	11%
Helpful	300	41%	47	24%	91	35%	34	25%	128	35%
Little/No Help	335	46%	66	34%	101	39%	38	28%	130	35%
Totals	731	100%	131	67%	219	84%	82	60%	299	81%
Helped By Parents/Other Adults										
Very Helpful	312	42%	50	26%	82	31%	34	25%	146	39%
Helpful	308	42%	58	30%	93	36%	41	30%	116	31%
Little/No Help	119	16%	23	12%	46	18%	9	7%	41	11%
Totals	739	100%	131	68%	221	85%	84	62%	303	81%
Helped By Counselors/Deans										
Very Helpful	118	16%	19	10%	20	8%	27	20%	52	14%
Helpful	292	40%	60	31%	72	28%	33	24%	127	34%
Little/No Help	323	44%	51	26%	125	48%	24	18%	123	33%
Totals	733	100%	130	67%	217	84%	84	62%	302	81%
Helped By Teachers										
Very Helpful	151	22%	29	15%	37	14%	40	30%	45	12%
Helpful	298	40%	45	23%	88	34%	31	23%	134	36%
Little/No Help	280	38%	55	28%	92	35%	12	9%	121	33%
Totals	729	100%	129	66%	217	83%	83	62%	300	81%

15. How did you feel about your high school? This question was asked approximately nine months after high school graduation and 52% of graduates from all four schools responded to the question. Of that group the majority either liked high school very much (34%) or liked it pretty well (29%). Fourteen percent (14%) neither liked not disliked it, 5% disliked it somewhat and 1% disliked it very much--and this was at one only (School IV) and they were those at work. Those students who were in either four year college or junior college tended to have more positive feelings about high school than those who were at work. (Table 39 p. 82)

16. Occupational or Career Goals. In all four schools without exception the occupational goal chosen as either first or second was teacher. The average G.P.A. of students chosing to be teachers was 2.80; School I had 2.62, School II had 2.76, School III had 3.16 (the highest average G.P.A. for any occupational choice at that school); School IV had 2.67. Eight percent (8%) of all graduates had not yet decided on an occupational goal or career. Most of those students who had indicated teacher as occupational goal were in the 80-99 percentile aptitude range, whereas those who had indicated "I don't Know" covered the entire percentile ranges. (Table 40 p. 84)

Table 39

ALL SCHOOLS

8 Months after H. S. Graduation
Students in Junior College

How Do You Feel About High School

	All Schools		School I			School II			School III			School IV		
	No.	%	No.	% Resp.	% 195	No.	% Resp.	% 260	No.	% Resp.	% 135	No.	% Resp.	% 371
No Valid Answer	21	14	1	4					7	46	4	13	23	8
Liked it Very Much	38	25	10	43	6	16	29	10	3	20	2	9	16	6
Liked it Pretty Well	57	38	9	40	6	27	49	18	5	34	3	16	29	10
Not Liked or Disliked	22	14	1	4		9	16	6				12	21	8
Disliked Some	8	5	2	9	1	3	5	2				3	5	2
Disliked Very Much	3	2										3	5	2
Totals	149	100%	23	100%	15%	55	99%	36%	15	100%	10%	56	99%	37%

ALL SCHOOLS

How Do you Feel about High School

8 Months after High School Graduation
Students in Four Year College

	All Schools		School I			School II			School III			School IV		
	No.	%	No.	% Resp.	% 195	No.	% Resp.	% 260	No.	% Resp.	% 135	No.	% Resp.	% 371
No Valid Answer	16	8	1	5	1				1	11	1	14	11	4
Liked it Very Much	79	40	7	33	3	17	46	7	6	66	4	49	37	13
Liked it Pretty Well	76	38	9	43	5	16	43	6	1	11	1	50	37	13
Not Liked or Disliked	23	11	4	19	2	3	8	3	1	11	1	15	11	4
Disliked Some	6	3				1	3	1				5	4	1
Disliked Very Much														
Totals	200	100%	21	100%	11%	37	100%	17%	9	99%	7%	133	100%	35%

ALL SCHOOLS

How do You Feel About High School

8 Months after H. S. Graduation
Graduates at Work

	All Schools		School I	School II			School III			School IV		
	No.	%	% of No. 195 Grads.	No.	% Resp.	% 260	No.	% Resp.	% 135	No.	% Resp.	% 371
No Valid Answer	23	13	No information available				15	39	11	8	20	2
Liked it Very Much	52	30		33	34	12	10	26	7	9	23	2
Liked it Pretty Well	62	35		43	45	17	8	21	6	11	28	3
Not Liked or Disliked	24	14		17	18	7	4	11	3	3	7	1
Disliked Some	10	6		3	3	1	1	3	1	6	15	2
Disliked Very Much	3	2								3	7	1
	174	100%		96	100%	37%	39	100%	28%	40	100%	11%

Table 40

SCHOOL I

Occupational Goal Choices of Graduates and Comparison With High School G.P.A. and Aptitude Scores

Occupational	Total	GPA	Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Goal	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
I Don't Know	20	2.03			2	1.55	2	2.56	1	1.15	4	1.78	4	2.11			2	2.42	1	2.02	4	2.19
Teacher	17	2.62					1	1.93			2	2.39	2	1.72			2	2.62	4	2.65	6	3.08
Other	8	2.47							1	1.81	2	1.72	1	1.94					1	2.91	3	3.23
Secretary	7	2.40			1	2.80			1	1.97			2	2.20	1	2.64	1	2.59			1	2.40
Serviceman	7	1.95									2	2.18			2	2.31			2	1.35	1	1.96
Office Clerk	6	1.78			1	2.02	2	1.46			1	2.02							2	1.88		
Beautician	6	2.16									2	2.32	3	2.00			1	2.30				
Electron.Tech.	6	2.09			1	1.68	1	2.23			1	1.81					1	2.14	1	2.61	1	2.11
Mechanic	6	1.74					3	1.58			2	1.88							1	1.97		
Nurse	6	2.64									1	1.59	1	2.32			2	3.14	1	2.66	1	2.99
Housewife	5	1.96							1	1.27			1	2.25	2	2.01	1	2.28				
Stenographer	4	2.98											1	2.68							3	3.08
Engineer	4	2.55									1	1.98					1	2.62	1	2.63	1	3.00
Law Enforcement	4	1.72									1	1.65	2	1.87					1	1.52		
Business Owner	3	2.58			1	2.19													2	2.78		
Draftsman	3	2.04									1	1.91	1	2.31			1	1.91				
Electrician	3	1.94									1	1.81	1	1.80			1	2.22				
Lawyer	3	2.22											1	1.64			2	2.51				
Pharmacist	3	2.27							1	1.68							2	2.57				
Telephone Operator	3	2.01	1	2.00	1	1.49									1	2.54						
Office Machine Op.	2	2.44					1	2.86	1	2.02												
Machinist	2	1.75											2	1.75								
Plumber	2	2.21			1	2.28															1	2.14
Commercial Artist	2	2.48											1	2.97					1	1.99		
Doctor	2	3.26																			2	3.26
Forester	2	2.19											1	2.58					1	1.81		

SCHOOL I
Occupational Goals and Comparison with High School G.P.A. (Cont.)

Occupation	Total	GPA	Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Goal	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
Physicist	2	2.15																	1	1.51	1	2.79
Receptionist,PBX	2	2.23							2	2.23												
Stewardess	2	2.48					1	3.65					1	1.31								
Accountant	1	2.00																			1	2.00
Administrator	1	3.18																			1	3.18
Store,Sales Clerk	1	2.19					1	2.19														
Manager	1	2.06									1	2.06										
Carpenter	1	1.85							1	1.85												
Data Process.Tech.	1	2.78																			1	2.78
Dental Hygienist	1	2.37																	1	2.37		
Mason	1	1.65							1	1.65												
Medical Assistant	1	2.94																			1	2.94
Architect	1	2.33					1	2.33														
Clergy	1	2.40																	1	2.40		
Foreign Service	1	3.24																			1	3.24
Journalist	1	3.11																			1	3.11
Psychologist	1	1.70											1	1.70								
Therapist-Physc.	1	1.88															1	1.88				
Cannery Worker	1	1.42			1	1.42																
Service Station At	1	2.01									1	2.01										
Airline Occup.	1	.97							1	.97												
TOTALS	160	2.24	1	2.00	9	1.88	13	2.15	11	1.71	23	1.95	26	2.04	6	2.30	18	2.47	22	2.23	31	2.81
No Response	35																					

Table 40

SCHOOL II

Occupational Goal Choices of Graduates and Comparison With High School G.P.A. and Aptitude Scores

Occupation	Total	GPA	Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Goal	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
Secretary	22	2.23	9	2.43	1	1.92											1	1.92	3	1.79	8	2.26
Teacher	19	2.76	5	2.70	2	2.97	7	3.01													5	2.39
I Don't Know	15	1.91	5	1.80	2	1.89	1	1.63	1	3.21									4	1.69	2	2.13
Beautician	12	2.05	1	1.64	1	1.50													3	2.25	7	2.11
Engineer	11	2.34	3	2.19	2	2.68	2	3.00	1	2.25									1	1.72	2	1.95
Draftsman	10	1.86	6	2.03	1	2.13													1	1.09	2	1.61
Accountant	8	2.13	2	2.38			1	2.08											2	1.89	3	2.15
Office Clerk	8	2.06	3	1.92	1	1.65	1	2.56													3	2.17
Dental Assistant	7	2.05	1	1.88	1	1.80															5	2.13
Stenographer	6	2.35	2	2.56	1	3.17															3	1.94
Dentist	6	2.41	1	1.52	2	2.52	2	2.23	1	3.46												
Law Enforcement	6	1.74	1	1.67	1	1.91													2	1.84	2	1.60
Electron. Tech.	5	1.88	1	1.56	1	1.76	1	2.36									1	1.86			1	1.86
Lawyer	5	2.33			2	2.46	1	2.62													2	2.06
Nurse	5	2.41	2	2.29	1	2.96											1	1.52	1	3.00		
Store, Sales Clerk	4	2.33	2	2.79													1	2.05	1	1.70		
Manager	4	2.15	3	2.27																	1	1.82
Commercial Artist	4	2.26	1	3.00															2	1.75	1	2.56
Foreign Service	4	3.14			2	2.96	1	3.50													1	3.14
Bank Teller	4	2.19	2	2.14													1	2.00			1	2.50
Stewardess	4	2.23	1	1.44	2	2.69															1	2.13
Telephone Operator	4	2.19			2	2.84															2	1.54
Other	4	2.01	2	1.76	1	2.52															1	2.00
Electrician	3	2.04	1	2.00																	2	2.07
Bacteriologist	3	3.35					2	3.80													1	2.46
Construction Worker	3	1.22															1	.97			2	1.35
Housewife	3	1.93	1	1.56																	2	2.12
Receptionist, PBX	3	1.94	1	2.48																	2	1.67

SCHOOL II
Occupational Goal Choices of Grads and Comparison With
High School G.P.A. and Aptitude Scores (Continued)

Occupational Goal	Total	GPA	Apt. 00-09		Apt. 10-19		Apt. 20-20		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
Serviceman	3	2.17			1	3.46																
Business Owner	2	1.55																			2	1.53
Carpenter	2	1.68	1	1.55																	2	1.55
Metal Working Oc.	2	1.89																	1	1.82		
Pilot	2	2.76			1	2.96													2	1.89		
Forester	2	1.61															1	2.56				
Physicist	2	2.66	1	1.84			1	3.48											1	1.48	1	1.75
Social Worker	2	2.12			1	1.44																
Veterinarian	2	2.36							1	2.68											1	2.81
Rancher, Farmer	2	1.63																			1	2.04
No Valid Answer	1	1.85	1	1.85															1	1.79	1	1.48
None	1	2.13	1	2.13																		
Administrator	1	2.20	1	2.20																		
Bookkeeper	1	2.00																				
Office Machine Op.	1	1.64	1	1.64																	1	2.00
Dental Hygienist	1	1.90																				
Lab Technician	1	1.96	1	1.96																	1	1.90
Machinist	1	1.48																				
Mechanic	1	2.00																			1	1.48
Photographer	1	2.00			1	2.00															1	2.00
Biologist	1	2.52	1	2.52																		
Clergy	1	2.08			1	2.08																
Doctor	1	3.60					1	3.60														
Journalist	1	2.25																				
Psychologist	1	2.20																	1	2.25		
Therapist-Phys.	1	1.90																			1	2.20
Athlete	1	1.96																			1	1.90
Supply, Stock Clerk	1	1.62	1	1.62															1	1.96		
Delivery Man	1	1.52																				
Mailman	1	1.36			1	1.36															1	1.52
TOTALS	233	2.18	65	2.15	32	2.39	21	2.90	4	2.90							7	1.84	27	1.86	77	2.03
No Response	27																					

Table 40

SCHOOL III

Occupational Goal Choices of Graduates and Comparison With High School G.P.A. and Aptitude Scores

Occupational	Total	GPA	Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Goal	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
Teacher	11	3.16	1	2.17	1	3.29											5	3.18	2	3.26	2	3.46
I Don't Know	11	2.15	3	2.00	2	1.38	1	2.50	1	1.53					2	2.83	1	1.61			1	3.61
Secretary	8	2.45	2	2.12			1	2.07	1	2.61			2	2.61			1	2.44			1	3.02
Draftsman	7	2.08	1	1.79			1	2.15	3	1.98					1	2.06					1	2.62
Electron. Tech.	7	2.20	2	1.96			1	2.59	1	2.55	1	2.15	1	2.39			1	1.82				
Nurse	7	1.99	3	1.85	3	2.02	1	2.38														
Office Clerk	6	2.39	1	2.08	2	2.57							1	2.46	2	2.34						
Manager	4	2.09	1	1.63			1	1.63					1	2.68	1	2.43						
Office Machine Op.	4	1.97	1	1.70					1	1.80	1	2.29	1	2.10								
Other	4	2.01	2	1.58			2	2.43														
Beautician	3	2.23	1	2.09					1	1.64											1	2.96
Mechanic	3	2.15	1	2.35			1	1.79					1	2.32								
Housewife	3	2.59									1	2.87	1	2.21			1	2.70				
Accountant	2	2.44					1	2.65	1	2.24												
Cook or Chef	2	2.49	1	2.47													1	2.51				
Dental Assistant	2	2.62							2	2.62												
Machinist	2	2.21	1	2.00									1	2.43								
Biologist	2	2.48																	2	2.48		
Commercial Artist	2	2.29															1	1.99			1	2.59
Engineer	2	2.90							1	2.65							1	3.15				
Lawyer	2	1.47			1	1.68			1	1.26												
Social Worker	2	2.38	1	2.50					1	2.26												
Athlete	2	2.21	1	2.23	1	2.20																
Electrician	2	2.39			1	2.58	1	2.21														
Administrator	1	1.93													1	1.93						
Store, Sales Clerk	1	1.75	1	1.75																		

SCHOOL III

Occupational Goal Choices of Grads. and Comparison With
High School G.P.A. and Aptitude Scores (Continued)

	Total GPA		Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Goal	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
Stenographer	1	2.61			1	2.61																
Barber	1	2.07	1	2.07																		
Butcher	1	1.64					1	1.64														
Lab. Technician	1	1.56							1	1.56												
Photographer	1	2.51									1	2.51										
Pilot	1	1.71							1	1.71												
Plumber	1	2.36	1	2.36																		
Shoe Repairman	1	1.76					1	1.76														
Clergy	1	2.30	1	2.30																		
Doctor	1	2.29															1	2.29				
Foreign Service	1	3.60																			1	3.60
Journalist	1	2.41																			1	2.41
Psychologist	1	2.00													1	2.00						
Therapist-Phys.	1	1.69																	1	1.69		
Driver	1	2.29	1	2.29																		
Heavy Machine Op.	1	3.04	1	3.04																		
Hospital Attendant	1	2.50	1	2.50																		
Law Enforcement	1	2.04							1	2.04												
Receptionist -PBX	1	2.91											1	2.91								
Serviceman	1	1.74	1	1.74																		
Stewardess	1	2.73															1	2.73				
Telephone Operator	1	2.35			1	2.35																
Clerk Typist	1	2.54															1	2.54				
Key Punch Operator	1	1.74					1	1.74														
Food Service Worker	1	1.54	1	1.54																		
TOTALS	127	2.30	32	2.04	13	2.20	14	2.14	17	2.06	4	2.45	10	2.47	8	2.34	15	2.64	5	2.63	9	3.08
No Response	8																					

Table 40

SCHOOL IV

Occupational Goal Choices of Graduates and Comparison With High School G.P.A. and Aptitude Scores

Occupation	Total	GPA	Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Goal	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
Teacher	43	2.67	1	2.36			2	2.23			1	2.73	4	2.57	4	2.53	8	2.56	9	2.87	14	2.76
I Don't Know	30	2.17	2	1.60			1	2.80	1	1.38	3	2.24	3	1.80	4	2.27	4	2.05	3	2.41	9	2.35
Other	30	2.46	1	1.81	1	1.98	2	1.23	1	2.10	1	2.36	5	2.18	2	2.32	5	2.83	3	2.30	9	2.93
Secretary	16	2.23					1	1.89	2	2.22	3	2.00	3	1.92			1	3.00	5	2.38	1	2.80
Engineer	16	2.59							2	2.00	1	2.22					1	2.62	4	2.52	8	2.81
Administrator	11	2.29					1	1.41	2	2.12			1	2.79			1	2.32	3	2.12	3	2.71
Doctor	11	2.91									1	2.33	1	2.11	2	2.49			2	3.08	5	3.30
Architect	10	2.48	1	2.53							2	2.40	3	2.69	1	2.37			2	2.16	1	2.78
Housewife	9	1.82	1	1.63			2	1.61	1	1.76	1	1.67	1	2.41	1	2.86			2	1.45		
Nurse	9	2.15									1	1.64	2	2.05			3	2.12	2	2.07	1	3.10
Commercial Artist	8	2.44					2	2.54							1	2.46	1	2.43	1	2.41	3	2.40
Salesman,Saleswoman	8	1.85	1	1.45			2	1.96	1	1.54	1	1.46	1	1.70	1	2.50	1	2.24				
Business Owner	7	1.80	1	1.50	1	2.03					1	2.00			2	1.31			1	1.78	1	2.70
Electron. Tech.	7	1.64					2	1.45	3	1.65					1	1.73			1	1.93		
Stewardess	7	1.80					1	1.42	1	1.80	1	1.17			1	2.03	2	2.47	1	1.29		
Manager	6	1.87							2	1.44			1	1.64	1	1.35			1	2.58	1	2.80
Forester	6	1.84	2	1.62											1	1.55	2	2.25	1	1.79		
Foreign Service	6	3.13									1	1.60									5	3.44
Journalist	6	2.91													1	3.17	1	3.00	1	2.43	3	2.97
Musician	5	2.45											1	2.61	1	1.25			1	3.50	2	2.45
Office Machine Op.	5	1.77	1	1.86			1	2.03	1	1.82					1	1.44	1	1.72				
Bookkeeper	4	1.99			1	2.00	1	2.36	1	1.96	1	1.67										
Beautician	4	1.99					1	2.03			1	2.35			1	2.10	1	1.51				
Dental Assistant	4	2.05					1	1.75	1	1.96	1	1.90			1	2.61						
Pilot	4	2.02									1	1.80					2	2.21	1	1.85		
Lawyer	4	3.21																	2	3.45	2	2.96
Psychologist	4	1.65					1	2.11			1	1.29	1	1.41			1	1.81				

SCHOOL IV

Occupational Goal Choices of Grads and Comparison With
High School G.P.A. and Aptitude Scores (Continued)

Occupational	Total	GPA	Apt. 00-09		Apt. 10-19		Apt. 20-29		Apt. 30-39		Apt. 40-49		Apt. 50-59		Apt. 60-69		Apt. 70-79		Apt. 80-89		Apt. 90-99	
Goal	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.	No.	Av.
Therapist-Phys.	4	2.87									1	2.29			1	3.03	1	2.50			1	3.66
Accountant	3	2.25	1	1.79															2	2.48		
Electrician	3	1.76			1	1.50			1	1.78					1	2.00						
Lab Technician	3	2.70																	1	3.09	2	2.50
Medical Assistant	3	2.17									1	2.97	1	1.44			1	2.10				
Chemist	3	3.71																			3	3.71
Home Economist	3	2.30			1	1.88	1	2.37									1	2.66				
Mathematician	3	2.99									1	2.62									2	3.17
Social Worker	3	2.31													1	2.00			1	2.55	1	2.39
Office Clerk	2	1.51							1	1.32					1	1.70						
Barber	2	1.21	1	1.26			1	1.16														
Draftsman	2	1.75											1	1.81			1	1.69				
Plumber	2	1.82							1	1.92			1	1.72								
Actor, Actress	2	2.33											1	1.57	1	3.10						
Clergy	2	2.04											1	2.62					1	1.46		
Dentist	2	2.65													1	2.65			1	2.66		
Pharmacist	2	1.69													1	1.33					1	2.06
Physicist	2	3.45																			2	3.45
Recreation	2	1.64																	2	1.64		
Veterinarian	2	2.94															1	3.06	1	2.82		
Law Enforcement	2	2.23							1	1.71											1	2.76
Serviceman	2	1.78											1	2.03	1	1.53						
None	1	1.28							1	1.28												
Store, Sales Clerk	1	1.09	1	1.09																		
Stenographer	1	2.30																	1	2.30		
Cook or Chef	1	1.58	1	1.58																		
Data Process. Tech.	1	1.23							1	1.23												
Mechanic	1	1.80					1	1.80														
Photographer	1	1.93									1	1.93										
Librarian	1	3.03																			1	3.03
Athlete	1	2.00			1	2.00																
Fireman	1	1.64					1	1.64														
Florist	1	3.62																	1	3.62		
Heavy Machine Op.	1	1.51	1	1.51																		
Rancher, Farmer	1	1.85							1	1.85												
Totals	347	2.31	16	1.67	6	1.89	25	1.88	26	1.76	27	2.05	33	2.13	35	2.17	40	2.39	57	2.44	82	2.86
No Response	24																					

17. Highest Grade in school completed by Father and Mother. More mothers than fathers complete high school education and tend to go on for higher education other than college graduate. There were more mothers who completed two years of college than fathers but more fathers who completed four years of college; there were more fathers who completed lower grades than mothers, for example, there were twenty-two fathers who completed grade eight or less in comparison to fourteen mothers. School IV had the highest number of parents who completed college both for mother and for father. (Table 45 p. 95)

18. What is your job preference? Fifty percent (50%) of those in school and at work responded to this question with a school or college receiving the highest preference for a place to work. Second was a large firm or corporation, with homemaker third. The numbers and percentages are as follows:

Table 41

ALL SCHOOLS

	No.	Percent
School or College	82	18%
Large Firm or Corporation	59	13%
Homemaker	48	10%
Own Professional Office	40	9%
Own Business	40	9%
Government Bureau	38	8%
Hospital-Public Health Organ.	36	7%
Small Business	30	6%
Military	7	2%
Other	88	18%
Totals	468	100%

19. How important is striving to get ahead compared to living a relaxed life? For both graduates at work and in school it was somewhat more important for them to get ahead compared to living a relaxed life. Approximately 40% of graduates from all schools responded in the following way:

Table 42

ALL SCHOOLS

	Graduates in College		Graduates at Work	
	No.	%	No.	%
No Valid Answer	20	10%	28	16%
Much More Important	65	32%	46	26%
Somewhat More Important	80	39%	50	29%
About Equal	30	15%	25	14%
Less Important	8	4%	25	14%
Totals	203	100%	174	100%

20. What yearly income do you expect to have at age forty assuming wages remain about the same as today? Graduates attending four year college expect to be making more than those in junior college or at work. Those in four year college had the highest number expecting between $7,500 and $10,000 per year with the second highest $10,000 to $15,000 per year. The highest percentage in this category was with School IV. Those at work and in junior college had almost identical percentages although there were 26% of those at work expecting to be in the $5,000 to $7,500 range compared to 20% in junior college; the next highest category in both instances was $7,500 to $10,000 with 16% of those at work expecting to be in that range and 18% of those in junior college. Fifty-five percent (55%) of the total graduates from four schools responded as follows:

Table 43

ALL SCHOOLS

	Grads in Four Year		Grads in J.C.		Grads at Work	
	No.	%	No.	%	No.	%
No Valid Answer	48	24%	41	27%	57	33%
Less than $5,000	6	3%	6	4%	23	13%
$5,000-$7,500	27	13%	31	21%	45	26%
$7,500-$10,000	41	20%	27	18%	28	16%
$10,000-$15,000	37	18%	27	18%	10	6%
$15,000-$20,000	16	8%	10	7%	5	3%
Over $20,000	28	14%	7	5%	6	3%
Totals	203	100%	149	100%	174	100%

21. When did you decide on a particular kind of work? Fifty-five percent (55%) of the graduates responded to this question and of those who responded over one-third had either not yet decided on a particular work field or decided after leaving high school. One-fourth of those who responded decided during the senior year and one-sixth had decided sometime earlier in their high school years. The majority of graduates evendently are not sure enough of a goal to decide upon a particular work field until they are seniors in high school or after they have left high school.

22. Who helped you most in selecting a vocation or work field? There was not much consistency among the three areas responding to this question. Students who were in four year college ranked father as first, no one as second, high school teachers third, mother as fourth with counselor rated as seventh; for those graduates in junior college no one was ranked first, father ranked second, mother ranked third with high school counselor and teacher both ranked fifth; for graduates at work no one ranked first, friends ranked second, mother ranked third, teacher ranked fourth, father fifth and counselor sixth. Thirty-six percent (36%) of graduates from four schools responded to this question in the following way:

Table 44

ALL SCHOOLS

	Grads. in 4 Year Coll.			Grads. in J. C.			Grads. at Work		
	No.	%	Rank	No.	%	Rank	No.	%	Rank
No One	22	16%	2	20	23%	1	56	43%	1
Father	32	23%	1	16	18%	2	10	8%	5
Mother	13	10%	4	8	9%	3	16	12%	3
High School Teacher	15	11%	3	5	6%	5	13	10%	4
High School Counselor	2	1%	7	5	6%	5	5	4%	7
College Teacher	6	4%	5	7	8%	4	-	-	-
College Counselor	3	2%	6	5	6%	5	-	-	-
On the Job Experience	10	7%	4	5	6%	5	-	-	-
Someone on the Job	13	9%	4	7	8%	4	-	-	-
Friends	5	4%	5	3	2%	6	20	16%	2
Others	14	10%		7	8%		9	7%	
Totals	137	100%		88	100%		129	100%	

Table 45

ALL SCHOOLS

Students in JUNIOR COLLEGE
3 months after H.S. Graduation

Highest School Grade Completed by Father

Highest Grade Completed by Father	All Schools No.	All Schools %	School I No.	School I % of 195 Grads	School II No.	School II % of 260 Grads.	School III No.	School III % of 135 Grads.	School IV No.	School IV % of 371 Grads.
No Valid Answer	32	21	1		2	1	8	5	21	14
Fourth Grade	2	1	1				1			
Fifth Grade	1						1			
Sixth Grade	2	1			2	1				
Eighth Grade	7	4	4	2	3	2				
High School Freshman	4	2	2	1	2	1				
High School Sophomore	5	3	2	1	3	2				
High School Junior	6	4	1		3	2	1		1	
High School Senior	50	33	8	5	31	20	2	1	9	6
College Freshman	2	1			2	1				
College Sophomore	15	10	2	1	6	4	1		6	4
College Junior	5	3	1		1				3	2
College Senior	6	4					1		5	3
Graduate	12	8	1						11	7
Totals	149	100%	23	15%	55	36%	15	10%	56	37%

ALL SCHOOLS

Students in FOUR YEAR COLLEGE
8 Months after H. S. Graduation

Highest School Grade Completed by Father

Highest Grade Completed by Father	All Schools No.	All Schools %	School I No.	School I % of 195 Grads.	School II No.	School II % of 260 Grads.	School III No.	School III % of 135 Grads.	School IV No.	School IV % of 371 Grads.
No Valid Answer	16	7			1		1		14	6
Sixth Grade	1								1	
Eighth Grade	9	4	2		5	2			2	
High School Freshman	4	1	1		2				1	
High School Sophomore	5	2	1		2				2	
High School Junior	3	1			1				2	
High School Senior	43	21	8	3	15	7	4	1	16	7
College Freshman	9	4	4	1	2				3	1
College Sophomore	14	6	1		3	1			10	4
College Junior	9	4			1		2		6	2
College Senior	46	22	4	1			2		40	19
Graduate	44	21	2		5	2	1		36	17
Totals	203	100%	23	11%	37	15%	10	4%	133	65%

Table 45

ALL SCHOOLS

Students in JUNIOR COLLEGE
8 Months after H.S. Graduation

Highest School Grade Completed by Mother

Highest Grade Completed by Mother	All Schools No.	All Schools %	School I No.	School I % of 195 Grads.	School II No.	School II % of 260 Grads.	School III No.	School III % of 135 Grads.	School IV No.	School IV % of 371 Grads.
No Valid Answer	32	21	1		3	2	7	4	21	14
Fourth Grade	1						1			
Sixth Grade	1						1			
Eighth Grade	5	3	1		3	2	1			
H. S. Freshman	5	3	2	1	3	2				
H. S. Sophomore	6	4	2	1	4	2				
H. S. Junior	6	4			5	3			1	
H. S. Senior	58	38	10	6	27	18	4	2	17	11
College Freshman	6	4	1		2	1			3	2
College Sophomore	16	10	4	2	6	4	1		5	3
College Senior	6	4	1						5	3
Graduate	7	4	1		2	1			4	2
Totals	149	100%	23	15%	55	36%	15	10%	56	37%

Some differences in total percentages due to:
1) Rounding of percentages, and 2) Percentages under 1% which are not included.

ALL SCHOOLS

Highest School Grade Completed by Mother

Students in FOUR YEAR COLLEGE
8 Months after H. S. Graduation

Highest Grade Completed by Mother	All Schools No.	All Schools %	School I No.	School I % of 195 Grads.	School II No.	School II % of 260 Grads	School III No.	School III % of 135 Grads.	School IV No.	School IV % of 371 Grads.
No Valid Answer	15	7					1		14	6
Second Grade	1								1	
Third Grade	1				1					
Sixth Grade	1								1	
Eighth Grade	4	1			2				2	
High School Freshman	1				1					
High School Sophomore	5	2			2				3	1
High School Junior	4	1			2				2	
High School Senior	64	31	12	5	19	9	4	1	29	14
College Freshman	7	3							7	3
College Sophomore	28	13	3	1	4	1	1		20	9
College Junior	11	5	3	1					8	3
College Senior	38	18	2		2	2	3	1	31	15
Graduate	23	11	3	1	4	1	1	—	15	7
Totals	203	100 %	23	11 %	37	18 %	10	4 %	133	65 %

Note: Some differences in total percentages due to: 1) Rounding of percentages, and 2) Percentages under 1% which are not included.

23. Question responses by graduates at work.

a. While employers indicate that high school graduation is important to them as employers, as well as high school grades and high school references, graduates who went to them for work indicated that as far as they knew these areas were not as important. For example on the question "Did the employer ask to see your diploma?" 92% of the graduates indicated no. The question "Did the employer contact school for reference?" 79% of those at work answered no. The question "Did the employer ask about your grades?" elicited a no response of 66% and the question "Did the employer require a high school diploma?" elicited a no response of 61%.

b. A question on job satisfaction indicated that 13% of the graduates at work were satisfied with their present job and did not anticipate a change; 16% indicated they were satisfied with their job but were anticipating a change; 4% were unsatisfied with their job and indicated a change would be coming about.

c. For both graduates at work and in college, graduates felt that mothers were more concerned about the kind of work they went into than fathers. This was a consistency in all four schools; for example, the graduates in junior college felt that fathers were very much concerned 49% and mothers were very much concerned 54%; also for graduates at four year college fathers were very much concerned 62% and mothers very much concerned 74%; for those at work there was about the same percentage difference with fathers concern very much 49% and mothers concern very much 58%.

d. Graduates at work felt that additional courses in high school would have helped them on the job. This was a consistency found in three schools.

Table 46

ALL SCHOOLS

Additional Courses Would Have Helped You On Job

	School II		School III		School IV	
	No.	%	No.	%	No.	%
Yes	43	39%	10	9%	12	11%
No	30	27%	4	4%	11	10%
Totals	73	66%	14	13%	23	21%

24. Responses from Graduates in College nine months after high school graduation.

a. When did you decide to go to college. Graduates attending four year colleges made the decision to go to college much earlier than those in junior college. Fifty-four percent (54%) of those in four year college had known since grade school compared to 16% in junior college who had known since grade school that they were going to go to college. More of the junior college students students had known since early high school or had made the decision during the senior year in high school than at any other time (24% and 16%). These statistics apply generally to all four schools in the follow up study.

b. To whom did you turn for advice on college. Mother was overwhelmingly the first choice by graduates in four year college and junior college as far as turning to advice for college. Fifty percent (50%) of graduates in four year college indicated mother was the most helpful and 49% of those in junior college indicated mother as the most helpful. The second choice was no one and third was father and fourth high school counselor and high school teacher.

c. How much did you discuss college with teachers and counselors. Graduates in four year college tend to discuss college with both counselor and teachers more readily than graduates in junior college. Whether it was discussing college with teachers or counselors, however, the category "some" received the highest percentage of response over "quite a lot" or "not at all". The referenced tables indicate how closely the percentages run in both areas. (Table 48 p.103)

d. How much did teachers and counselors encourage you to go to college. Here again the percentages run rather parallel for both four year college students and junior college students.

e. How much did teachers and counselors influence your decision to go to college. Graduates attending junior college felt that counselors and teachers were more influential to their decision making about college than graduates in four year college. For example, counselors influenced junior college students "quite a lot" or "some" 48% and teachers in the same categories influenced them 44%; whereas graduates attending four year college felt that counselors influenced them "quite a lot" and "some" 32% and teachers in the same categories 35%. (Table 49, p.105)

f. How did your father/mother feel about your going to college. Mother again comes through as far as students thinking is concerned as the most concerned. This is true of both junior college students and four year college students. Thirty-nine (39%) of the junior college students indicated that father "definitely wanted me to go" and 48% of the four year college students in the same category; whereas, 40% of the junior college students indicated that mother "definitely wanted me to go" and 55% of the four year college students in the same category. (Table 50, p.107)

g. Was college important to you. Seventy-six percent (76%) of those in four year college indicated college was "very important" and 58% of graduates in junior college indicated it was "very important".

h. To how many colleges did you apply. A larger percentage of students in junior college applied to one or two colleges but students in four year colleges applied to three or more to a larger extent than those in junior college.

Table 47

ALL SCHOOLS

No. of Colleges Applied	Students in Junior College		Students in Four Year College	
	No.	%	No.	%
None	13	10%	1	1%
One	30	24%	23	19%
Two	74	60%	63	52%
Three or more	7	6%	35	28%
Totals	124	100%	122	100%

i. Why did you select a particular college. Students attending four year college selected that college because of "good name" and "inexpensive". Students attending junior college indicated "inexpensive"as the major reason for chosing that particular school and "did not qualify for a four year college" as a second choice. Students in four year college that indicated they were not attending their first choice college stated the reason to be "closer to home", and "cheaper"; "easier to get into" was third choice and "parents wanted me to go" was fourth reason.

j. Compare your college grades with your high school grades. Only those students attending junior college indicated that college grades were better than high school grades. School IV particularly had a high percentage in this category (67%). Students attending four year college for the most part indicated that college grades were about the same as high school grades at this point in their college training. (Table 51, p.108)

25. Counselor Help in Educational Planning, Occupational Planning, and Personal Problems. (Tables following and Table 52, p.110 and Table 53, p.125)

a. Educational Planning: Graduates from three schools (I,II,III) had the largest percentage of responses in the "Helpful" column; School IV had the largest response in "Little or No Help". School IV also had the largest number and percent of graduates answering the question about counseling help: School IV - 71%, School I - 65%, School II - 66%, School III - 46%. Of the graduates attending college, School IV had the highest percentage in the "Little or No Help" column:

Educational Planning - Grads in College

Little or No Help		Very Helpful	
School I	5%	School I	5%
School II	10%	School II	1%
School III	2%	School III	4%
School IV	18%	School IV	4%

(School IV also had the highest number and percent attending college). Of the graduates working School II had the highest percentage in the "Little or No Help" column:

Educational Planning - Grads at Work

Little or No Help		Very Helpful	
School I	3%	School I	6%
School II	15%	School II	--
School III	6%	School III	3%
School IV	7%	School IV	1%

b. Occupational Planning: This was one of the two areas of greatest consistency in the three part question. All four schools' graduates had the highest total percentage of response in the "Little or no Help" column with School II having the highest percent: School I - 23% School II - 52%, School III - 22% and School IV - 47%. Of the Graduates attending college School IV also had the highest percent in the "Little or No Help" column:

Occupational Planning - Grads in College

Little or No Help		Very Helpful	
School I	9%	School I	3%
School II	16%	School II	--
School III	4%	School III	--
School IV	29%	School IV	1%

of the graduates working, School II had the highest percentage in the "Little or No Help" column:

Occupational Planning - Grads at Work

	Little or No Help		Very Helpful
School I	6%	School I	5%
School II	19%	School II	--
School III	10%	School III	4%
School IV	9%	School IV	1%

c. Personal Problems: This portion of the question also had the greatest number and percentage of response in the "Little or No Help" column with School II having the highest percent: School I - 26%, School II - 49%, School III - 20%, and School IV - 43%. Of the graduates attending college School IV had the highest percent in the "Little or No Help" column:

Personal Problems - Grads in College

	Little or No Help		Very Helpful
School I	10%	School I	2%
School II	14%	School II	--
School III	5%	School III	1%
School IV	25%	School IV	2%

Of the graduates working School II had the highest percent in the "Little or No Help" column:

Personal Problems - Grads at Work

	Little or No Help		Very Helpful
School I	8%	School I	4%
School II	18%	School II	1%
School III	7%	School III	4%
School IV	9%	School IV	3%

Table 48
ALL SCHOOLS

Did You Discuss College With Teachers?

Students in JUNIOR COLLEGE
9 Months after H. S. Graduation

Did you Discuss College With Teachers?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads	No.	% of 371 Grads.
No Valid Answer	25	16	1				8	5	16	10
Quite a Lot	17	11	5	3	10	6	1		1	
Some	59	39	10	6	27	18	4	2	18	12
Not at All	48	32	7	4	18	12	2	1	21	14
Totals	149	100%	23	15%	55	36%	15	10%	56	37%

ALL SCHOOLS

Did You Discuss College With Counselors?

Students in JUNIOR COLLEGE
9 Months after H. S. Graduation

Did you Discuss College	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	22	14			2	1	7	4	13	8
Quite a Lot	19	12	9	6	5	3	2	1	3	2
Some	86	57	12	8	36	24	6	4	32	21
Not At All	22	14	2	1	12	8			8	5
Totals	149	100%	23	15%	55	36%	15	10%	56	37%

ALL SCHOOLS

How Much Did You Discuss College With Your Teacher?

Students in **FOUR YEAR COLLEGE**
9 Months after High School Graduation

How Much Did you Discuss College with your Teacher?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	22	10	1		3	1	1		17	8
Quite a Lot	38	18	2		6	2	4	1	26	12
Some	94	46	14	6	17	8	5	2	58	28
Not at All	49	24	6	2	11	5			32	15
Totals	203	100%	23	11%	37	18%	10	4%	133	65%

ALL SCHOOLS

How Much Did You Discuss College With Your Counselor?

Students in **FOUR YEAR COLLEGE**
9 Months after High School Graduation

How Much Did you Discuss College with your Counselor?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	18	8			2		1		15	7
Quite a Lot	44	21	4	1	7	3	2		31	15
Some	110	54	17	8	19	9	7	3	67	33
Not at All	31	15	2		9	4			20	9
Totals	203	100%	23	11%	37	18%	10	4%	133	65%

Table 49

ALL SCHOOLS

To What Extent Did Your Teacher Influence You

Students in FOUR YEAR COLLEGE
9 Months after High School Graduation

To What Extent Did Your Teacher Influence You?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	18	8			1		1		16	7
Quite a Lot	23	11	4	1	6	2	2		11	5
Some	50	24	5	2	10	4	2		33	16
Not At All	112	55	14	6	20	9	5	2	73	35
Totals	203	100%	23	11%	37	18%	10	4%	133	65%

ALL SCHOOLS

To What Extent Did Your Counselor Influence You

Students in FOUR YEAR COLLEGE
9 Months after High School Graduation

To What Extent Did Your Counselor Influence You?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	21	10			3	1	1		17	8
Quite a Lot	16	7			2		1		13	6
Some	52	25	8	3	12	5	3	1	29	14
Not at All	114	56	15	7	20	9	5	2	74	36
Totals	203	100%	23	11%	37	18%	10	4 %	133	65%

ALL SCHOOLS

Did Teachers Influence Your College Decision?

Students in JUNIOR COLLEGE
9 Months after H. S. Graduation

Did Teachers Influence Your College Decision?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	24	16	2	1	1		7	4	14	9
Quite a Lot	15	10	4	2	8	5	1		2	1
Some	52	34	11	7	20	13	3	2	18	12
Not at All	58	38	6	4	26	17	4	2	22	14
Totals	149	100%	23	15%	55	36%	15	10%	56	37%

ALL SCHOOLS

Did Counselors Influence Your College Decision?

Students in JUNIOR COLLEGE
9 Months after H. S. Graduation

Did Counselors Influence Your College Decision?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	22	14	2	1			7	4	13	8
Quite a Lot	16	10	5	3	4	2	1		6	4
Some	57	38	11	7	20	13	4	2	22	14
Not at All	54	36	5	3	31	20	3	2	15	10
Totals	149	100%	23	15%	55	36%	15	10%	56	37%

Table 50

ALL SCHOOLS

How Did Your Father Feel About College

Students in JUNIOR COLLEGE
9 Months after H. S. Graduation

How Did Your Father Feel about College ?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	21	14	1				7	4	13	8
Insisted I Go	12	8	3	2	4	2	2	1	3	2
Definitely Wanted Me to Go	59	39	10	6	22	14	1		26	17
Encouraged - Not Insisted	41	27	9	6	17	11	3	2	12	8
Left it Up to Me	10	6			9	6	1			
Parents Out of Contact	5	3			2	1	1		2	1
Don't Know	1				1					
Totals	149	100%	23	15%	55	36%	15	10%	56	37%

ALL SCHOOLS

How Did Your Father Feel About College

Students in FOUR YEAR COLLEGE
9 Months after H. S. Graduation

How Did Your Father Feel About College?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	20	9	3	1			1		15	7
Insisted I go	11	5	2		1		1		8	3
Definitely Wanted me to Go	98	48	9	4	11	5	4	1	74	36
Encouraged - Not Insisted	46	22	5	2	15	7	4	1	22	10
Left it Up To Me	19	9	1		7	3			11	5
Parents Out of Contact	6	2			3	1	1		2	
Don't Know	3	1	2						1	
Totals	203	100%	23	11%	37	18%	10	4%	133	65%

ALL SCHOOLS

How Did Your Mother Feel About College

Students In JUNIOR COLLEGE
9 Months after H. S. Graduation

How Did Your Mother Feel About College?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads	No.	% of 371 Grads.
No Valid Answer	22	14	2	1			7	4	13	8
Insisted I Go	14	9	2	1	7	4	2	1	3	2
Definitely Wanted Me To Go	61	40	8	5	24	16	2	1	27	18
Encouraged - Not Insisted	40	26	9	6	15	10	3	2	13	8
Left It Up To Me	9	6	1		7	4	1			
Parents Out of Contact	2	1			2	1				
I Don't Know	1	1	1							
Totals	149	100%	23	15%	55	36%	15	10%	56	37%

ALL SCHOOLS

How Did Your Mother Feel About College

Students in FOUR YEAR COLLEGE
9 Months after H. S. Graduation

How Did Your Mother Feel About College?	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of 195 Grads.	No.	% of 260 Grads.	No.	% of 135 Grads.	No.	% of 371 Grads.
No Valid Answer	15	7					1		14	6
Insisted I Go	15	7	2		3	1	1		9	4
Definitely Wanted Me to Go	112	55	12	5	17	8	5	2	78	38
Encouraged - Not Insisted	44	21	5	2	11	5	3	1	25	12
Left It Up To Me	17	8	4	1	6	2			7	3
Totals	203	100%	23	11%	37	18%	10	4%	133	55%

Table 51

ALL SCHOOLS

Compare Your College Grades with Your High School Grades

Students in JUNIOR COLLEGE
9 Months after High School Graduation

Note: Percentages based on number of responses for both tables.

College Grades Compared with High School Grades	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
College Better than High School	49	40	4	18	16	32	1		28	67
About the Same	47	39	13	59	22	44	1		11	26
High School Better than College	26	21	5	23	12	24	6	4	3	7
Totals	122	100%	22	100%	50	100%	8	6%	42	100%

ALL SCHOOLS

Compare Your College Grades with Your High School Grades

Students in FOUR YEAR COLLEGE
9 Months after High School Graduation

College Grades Compared With High School Grades	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
College Better than High School	35	19	3	14	9	25			23	20
About the Same	76	42	9	41	18	50			49	42
High School Better Than College	72	39	10	45	9	25	8	6	45	38
Totals	183	100%	22	100%	36	100%	8	6%	117	100%

Table 52

ALL SCHOOLS

Counselor Helped in Educational Planning

3 Years after Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	137	14	24	2	45	4	68	7
School full time, part time work	103	10	18	1	42	4	43	4
Work full time, school part time	35	3	3		13	1	19	1
School part time, no work	4				2		2	
Work full time, no school	131	13	24	2	52	5	55	5
Work part time, no school	8		1		3		4	
Unemployed, want work	8				3		5	
Unemployed, don't want work	2		1				1	
Military Service	73	7	21	2	35	3	17	1
Housewife	53	5	14	1	15	1	24	2
In business for self	1		1					
Other	11	1	1		4		6	
School part time, work part time	7		2		2		3	
Housewife working	42	4	9		16	1	17	1
Housewife school	11	1			7		4	
Activity unknown	3		3					
Totals	629	65	122	12	239	24	268	27
No Response	160							

Note: All percentages calculated on the basis of 961 graduates.

Table 52

ALL SCHOOLS

Counselor Helped in Occupational Planning

3 Years after Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	131	13	10	1	20	2	101	10
School full time, part time work	98	10	6		16	1	76	7
Work full time, school part time	34	3	2		11	1	21	2
School part time, no work	3						3	
Work full time, no school	130	13	16	1	35	3	79	8
Work part time, no school	7				2		5	
Unemployed want work	8		1		1		6	
Unemployed, don't want work	2		1		1			
Military Service	73	7	9		36	3	28	2
Housewife	51	5	8		13	1	30	3
In business for self	1				1			
Other	11	1			3		8	
School part time, work part time	7		2				5	
Housewife working	42	4	8		12	1	22	2
Housewife School	11	1	1		3		7	
Activity Unknown	3		3					
Totals	612	63	67	6	154	16	391	40
No Response	177							

Note: All percentages calculated on the basis of 961 graduates

Table 52

ALL SCHOOLS

Counselor Helped in Personal Problems

3 Years after Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	135	14	12	1	31	3	92	9
School full time, part time work	100	10	8		20	2	72	7
Work full time, school part time	32	3	4		6		22	2
School part time, no work	4						4	
Work full time, no school	128	13	26	2	27	2	75	7
Work part time, no school	7				2		5	
Unemployed want work	8		2		3		3	
Unemployed, don't want work	2						2	
Military Service	71	7	12	1	34	3	25	2
Housewife	54	5	14	1	11	1	29	3
In business for self	2		1		1			
Other	11	1			1		10	1
School part time, work part time	7		2				5	
Housewife working	39	4	4		16	1	19	1
Housewife school	11	1			2		9	
Activity unknown	3		2		1			
Totals	614	63	87	9	155	16	372	38
No Response	175							

Note: All percentages calculated on the basis of 961 graduates.

Table 52

SCHOOL I

Counselor [illegible]ped in Educational Planning

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No	%
School full time, no work	18	9	6	3	4	2	8	4
School full time, part time work	12	6	4	2	6	3	2	1
Work full time, school part time	8	4	2	1	5	2	1	
Work full time, no school	24	12	8	4	11	5	5	2
Work part time, no school	1				1			
Unemployed want work	1						1	
Military Service	24	12	8	4	14	7	2	1
Housewife	17	8	8	4	5	2	4	2
In business for self	1	1						
Other	2	1			1		1	
School part time, work part time	3	1	1		1		1	
Housewife working	11	5	3	1	6	3	2	1
Housewife school	2	1			2	1		
Activity Unknown	3	1	3	1				
Totals	127	65	44	22	56	28	27	13
No Response	--							

Note: All percentages calculated on the basis of 195 graduates.

Table 52

SCHOOL I

Counselor Helped in Occupational Planning

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	17	8	5	2	1		11	5
School full time, part time work	11	5	2	1	2	1	7	3
Work full time, school part time	8	4			5	2	3	1
Work full time, no school	24	12	7	3	9	4	8	4
Work part time, no school	1				1			
Unemployed,want work	1						1	
Military Service	24	12	4	2	17	8	3	1
Housewife	17	8	6	3	5	2	6	3
In business for self	1				1			
Other	2	1					2	1
School part time, work part time	3	1	1				2	1
Housewife working	11	5	4	2	5	2	2	1
Housewife school	2	1	1				2	
Activity Unknown	3	1	3	1			1	
Totals	125	64	33	16	46	23	46	23
No Response	2							

Note: All percentages calculated on the basis of 195 graduates.

Table 52

SCHOOL I

Counselor Helped in Personal Problems

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	18	9	4	2	3	1	11	5
School full time, part time work	12	6	1		3	1	8	4
Work full time, school part time	8	4	2	1	4	2	2	1
Work full time, no school	24	12	4	2	9	4	11	5
Work part time, no school	1						1	
Unemployed want work	1						1	
Military Service	24	12	1		18	9	5	2
Housewife	17	8	5	2	6	3	6	3
In business for self	1		1					
Other	2	1			1		1	
School part time, work part time	3	1	1				2	1
Housewife working	11	5	2	1	6	3	3	1
Housewife school	2	1			1		1	
Activity Unknown	3	1	2	1	1			
Totals	127	65	23	11	52	26	52	26

Note: All percentages calculated on the basis of 195 graduates.

3

Table 52

SCHOOL II

Counselor Helped in Educational Planning

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	29	11	3	1	11	4	15	5
School full time, part time work	27	10	2		11	4	14	5
Work full time, school part time	9	3	1		2		6	2
School part time, no work	1				1			
Work full time, no school	43	16	1		13	5	29	11
Work part time, no school	2						2	
Unemployed want work	2				1		1	
Unemployed, don't want work	2		1				1	
Military Service	22	8	5	1	12	4	5	1
Housewife	20	7	1		5	1	14	5
In business for self								
Other	4	1			1		3	1
School part time, work part time	1						1	
Housewife working	12	4	1		4	1	7	2
Totals	174	66	15	5	61	23	98	37
No Response	9							

Note: All percentages calculated on the basis of 260 graduates.

Table 52

SCHOOL II

Counselor Helped in Occupational Planning

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	29	11	1		5	1	23	8
School full time, part time work	24	9			2		22	8
Work full time, school part time	9	3	2				7	2
School part time, no work	1						1	
Work full time, no school	42	16			6	2	36	13
Work part time, no school	2						2	
Unemployed, want work	2						2	
Unemployed, don't want work	2		1		1			
Military Service	22	8	2		7	2	13	5
Housewife	18	6			3	1	15	5
In business for self								
Other	4	1			1		3	1
School part time, work part time	1						1	
Housewife working	12	4					12	4
Totals	168	64	6	2	25	9	137	52
No Response	15							

Note: All percentages calculated on the basis of 260 graduates.

Table 52

SCHOOL II

Counselor Helped in Personal Problems

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	29	11	1		5	1	23	8
School full time, part time work	24	9			6	2	18	6
Work full time, school part time	9	3	2				7	2
School part time, no work	1						1	
Work full time, no school	42	16	3	1	4	1	35	13
Work part time, no school	2						2	
Unemployed want work	2				2			
Unemployed, don't want work	2						2	
Military Service	21	8	5	1	5	1	11	4
Housewife	20	7	1		2		17	6
In business for self	1				1			
Other	4	1					4	1
School part time, work part time	1						1	
Housewife working	11	4	—	—	3	1	8	3
Totals	169	65	12	4	28	10	129	49
No Response	14							

Note: All percentages calculated on the basis of 260 graduates

Table 52

SCHOOL III

Counselor Helped in Educational Planning

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	9	6	4	2	3	2	2	1
School full time, part time work	6	4	3	2	1		2	1
Work full time, school part time	4	2			1		3	2
Work full time, no school	20	14	4	2	12	8	4	2
Work part time, no school	1						1	
Unemployed want work								
Unemployed, don't want work								
Military Service	12	8	3	2	4	2	5	3
Housewife	2	1					2	1
Other								
Housewife working	7	5	2	1	2	1	3	2
Housewife school	2	1			2	1		
Totals	63	46	16	11	25	18	22	16
No Response	57							

Note: All percentages calculated on the basis of 135 graduates.

Table 52

SCHOOL III

Counselor Helped in Occupational Planning

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	7	5			4	2	3	2
School full time, part time work	6	4	1		1		4	2
Work full time, school part time	4	2			2	1	2	1
Work full time, no school	20	14	4	2	6	4	10	7
Work part time, no school	1						1	
Unemployed want work								
Unemployed, don't want work								
Military Service	12	8	1		6	4	5	3
Housewife	2	1					2	1
Other								
Housewife working	7	5	3	2	1		3	2
Housewife school	2	1			1		1	
Totals	61	45	9	6	21	15	31	22
No response	59							

Note: All percentages calculated on the basis of 135 graduates.

Table 52

SCHOOL III

Counselor Helped in Personal Problems

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	8	5	1		3	2	4	2
School full time, part time work	6	4	2	1			4	2
Work full time, school part time	4	2			2	1	2	1
Work full time, no school	20	14	6	4	8	5	6	4
Work part time, no school	1						1	
Unemployed want work								
Unemployed, don't want work								
Military service	11	8	2	1	5	3	4	2
Housewife	2	1	1				1	
Other								
Housewife working	6	4			2	1	4	2
Housewife school	2	1					2	1
Totals	60	44	12	8	20	14	28	20
No Response	60							

Note: All percentages calculated on the basis of 135 graduates

Table 52

SCHOOL IV

Counselor Helped in Educational Planning

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	81	21	11	2	27	7	43	11
School full time, part time work	58	15	9	2	24	6	25	6
Work full time, school part time	14	3			5	1	9	2
School part time, no work	3				1		2	
Work full time, no school	44	11	11	2	16	4	17	4
Work part time, no school	4	1	1		2		1	
Unemployed want work	5	1			2		3	
Military Service	15	4	5	1	5	1	5	1
Housewife	14	3	5	1	5	1	4	1
Other	5	1	1		2		2	
School part time, work part time	3		1		1		1	
Housewife working	12	3	3		4	1	5	1
Housewife school	7	1			3		4	1
Totals	265	71	47	12	97	26	121	32
No Response	94							

Note: All percentages calculated on the basis of 371 graduates.

Table 52

SCHOOL IV

Counselor Helped in Occupational Planning

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	78	21	4	1	10	2	64	17
School full time, part time work	57	15	3		11	2	43	11
Work full time, school part time	13	3			4	1	9	2
School part time, no work	2						2	
Work full time, no school	44	11	5	1	14	3	25	6
Work part time, no school	3				1		2	
Unemployed want work	5	1	1		1		3	
Military Service	15	4	2		6	1	7	1
Housewife	14	3	2		5	1	7	1
Other	5	1			2		3	
School part time, work part time	3		1				2	
Housewife working	12	3	1		6	1	5	1
Housewife school	7	1			2		5	1
Totals	258	69	19	5	62	16	177	47
No Response	101							

Note: All percentages calculated on the basis of 371 graduates.

Table 52

SCHOOL IV

Counselor Helped in Personal Problems

3 Years after High School Graduation

PRESENT ACTIVITY	Total		Very Helpful		Helpful		No Help	
	No.	%	No.	%	No.	%	No.	%
School full time, no work	80	21	6	1	20	5	54	14
School full time, part time work	58	15	5	1	11	2	42	11
Work full time, school part time	11	2					11	2
School part time, no work	3						3	
Work full time, no school	42	11	13	3	6	1	23	6
Work part time, no school	3				2		1	
Unemployed, want work	5	1	2		1		2	
Military service	15	4	4	1	6	1	5	1
Housewife	15	4	7	1	3		5	1
Other	5	1					5	1
School part time, work part time	3		1				2	
Housewife working	11	2	2		5	1	4	1
Housewife school	7	1	—	—	1	—	6	1
Totals	258	69	40	10	55	14	163	43
No Response	101							

Note: All percentages calculated on the basis of 371 graduates.

Table 53

1 Year After Graduation

Counselor Help In Educational Planning

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Response	222	23.1	65	4	33.4	38		14.6	53	5	38.8	66	7	17.6
Very Helpful	179	18.6	25	2	12.8	40	4	15.4	34	3	25.4	80	8	21.6
Helpful	307	31.9	57	6	29.2	81	9	31.2	34	3	25.4	135	15	36.5
Little/No Help	253	26.4	48	5	24.6	101	11	38.8	14	1	10.4	90	10	24.3
Totals	961	100.0	195	18	100.0	260	25	100.0	135	14	100.0	371	41	100.0

Counselor Help In Occupational Planning

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Response	236	18.0	67	4	34.3	40		15.6	54	5	39.5	75	8	20.0
Very Helpful	90	9.4	16	1	8.2	14	1	5.3	26	2	19.4	34	3	9.2
Helpful	223	23.2	45	5	23.1	49	5	18.7	28	3	20.9	101	11	27.3
Little/No Help	412	42.8	67	7	34.4	157	17	60.4	27	3	20.2	161	17	43.5
Totals	961	100.0	195	18	100.0	260	25	100.0	135	14	100.0	371	41	100.0

Counselor Help In Personal Problems

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Response	234	24.4	68	4	34.9	40		15.4	56	6	41.0	70	7	18.7
Very Helpful	87	9.0	16	1	8.2	12	1	4.6	20	2	15.0	39	4	10.5
Helpful	167	17.4	35	3	17.9	41	4	15.8	20	2	15.0	71	7	19.2
Little/No Help	473	49.2	76	8	39.0	167	18	64.2	39	4	29.0	191	21	51.6
Totals	961	100.0	195	18	100.0	260	25	100.0	135	14	100.0	371	41	100.0

Some Discrepancies in total percentages under the column "% of All Sch." are due to:
1) Rounding of percentages
2) Percentages under 1% which are not included.

2 Years After Graduation

Counselor Help In Educational Planning

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	385	40.0	89	2	45.7	95	5	36.6	75	7	55.5	126	14	34.0
Very Helpful	146	15.2	33	4	16.9	24	2	9.2	19	2	14.1	70	8	18.9
Helpful	210	21.9	43	5	22.0	55	6	21.1	21	2	15.6	91	11	24.5
Little/No Help	220	22.9	30	3	15.4	86	10	33.1	20	2	14.8	84	10	22.6
Totals	961	100.0	195	15	100.0	260	25	100.0	135	14	100.0	371	44	100.0

Counselor Help In Occupational Planning

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	434	45.1	94	3	48.2	106	6	40.8	80	7	59.3	154	18	41.4
Very Helpful	142	14.8	25	3	12.8	31	3	11.9	23	2	17.0	63	7	17.0
Helpful	140	14.6	36	4	18.5	32	3	12.3	17	2	12.6	55	6	14.9
Little/No Help	245	25.5	40	4	20.5	91	11	35.0	15	1	11.1	99	12	26.7
Totals	961	100.0	195	15	100.0	260	25	100.0	135	14	100.0	371	44	100.0

Counselor Help In Personal Problems

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	428	44.5	95	3	48.7	107	6	41.2	82	8	60.8	144	16	38.8
Very Helpful	151	15.7	22	2	11.3	39	4	15.0	24	2	17.8	66	8	17.8
Helpful	147	15.3	42	5	21.5	27	3	10.3	14	1	10.4	64	7	17.3
Little/No Help	235	24.5	36	4	18.5	87	10	33.5	15	1	11.0	97	11	26.1
Totals	961	100	195	15	100.0	260	25	100.0	135	14	100.0	371	44	100.0

Some discrepancies in total percentages under the column "% of All Sch." are due to:
1) Rounding of percentages 2) Percentages under 1% which are not included

Table 53

Counselor Help In Occupational Planning

3 Years After Graduation

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Response	344	35.8	64		33.4	94	1	35.5	74	7	54.8	113	12	30.4
Very Helpful	68	7.1	34	4	17.4	6		2.3	9	1	6.7	19	2	5.3
Helpful	157	16.3	49	6	25.1	25	3	9.6	21	2	15.6	62	7	16.7
Little/No Help	392	40.8	47	5	24.1	137	17	52.6	31	3	22.9	177	22	47.7
Totals	961	100.0	195	16	100.0	260	23	100.0	135	15	100.0	371	45	100.0

Counselor Help In Educational Planning

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Response	328	34.1	64		32.8	86	1	33.2	72	7	53.3	106	11	2.86
Very Helpful	123	12.8	45	5	23.1	15	1	5.8	16	2	11.9	47	5	12.7
Helpful	242	25.2	59	7	30.3	61	7	23.5	25	3	18.5	97	12	26.1
Little/No Help	268	27.9	27	3	13.9	98	12	37.5	22	2	16.3	121	15	32.6
Totals	961	100.0	195	16	100.0	260	23	100.0	135	15	100.0	371	45	100.0

Counselor Help In Personal Planning

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Answer	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Response	343	35.7	64		32.8	91	1	35.0	75	7	55.6	113	12	29.4
Very Helpful	88	9.2	24	3	12.3	12	1	4.6	12	1	8.9	40	5	10.8
Helpful	157	16.3	54	6	27.7	28	3	10.8	20	2	14.8	55	6	15.8
Little/No Help	373	38.8	53	6	27.2	129	16	49.6	28	3	20.7	163	20	44.0
Totals	961	100.0	195	16	100.0	260	23	100.0	135	15	100.0	371	45	100.0

Some discrepancies in total percentages under the column "% of All Sch." due to:
) Rounding of percentages) Percentages under 1% which are not included

A. Summaries, Re-Caps, and Detailed Listings of:

1. College Graduates and Schools from Which Graduated
2. College Dropouts
3. High School Grade Point Averages of Graduates and Dropouts
4. Estimated Abilities of Graduates Who Completed Programs

SECTION THREE

I. Tables and Summaries Detailing Specific Areas from Project Search:

A. Summaries, Re-Caps, and Detailed Listings of College Graduates and Dropouts.

B. Activities of Graduates.

C. Graduates at Work.

D. Graduates Attending College.

E. Counselor Help - Educational Planning, Occupational Planning, and Personal Help.

F. Miscellaneous Tables.

Note: All Tables include statistics for the total of all schools and individual schools unless otherwise indicated.

SUMMARY I

SCHOOL I
Four Year College Graduates
College G.P.A., Schools Attended and College Majors

4 Year College Graduates

No.	H.S. G.P.A	College G.P.A.	Sex	Date Grad.	College Major	College Attended	Wkg. P.T.
10	3.17	2.6	F	6/67	Nat. Science	San Jose State College	yes
11	2.40	2.3	M	6/67	Engineering	San Jose State College	
20	2.99	3.2	M	6/68	Mathematics	Calif. State Polytechnic	yes
25	3.00	3.1	M	6/67	Forestry	Univ. Calif. Davis	
27	3.65	3.5	M	9/67	Medical Tech	Gonzaga University	yes
29	3.00	2.6	M	1/69	Engineering	San Jose State College	
30	3.37	3.6	F	6/69	Sociology	Syracuse University	
31	2.68	3.0	M	2/67	Psychology	Calif. State College Hayward	
72	2.31	2.0	F	6/67	Religion	Pillsbury Bible College	
86	3.73	3.3	F	6/67	Pol.Science	Occidental College	
91	2.51	2.6	M	12/69		Calif. State College Hayward	yes
125	2.87	3.5	F	6/68	Liberal Arts	San Jose State College	yes
				6/69 Masters	"		
129	3.24	3.2	M	6/67	Int. Relations	Georgetown University	
133	3.39	2.9	M	6/67	Chemistry	Calif. State College Hayward	
144	3.19	3.2	M	5/67	Broadcast. Engr.	Bob Jones University	
162	2.53	3.1	M	1/67	Biology	Univ. Calif. Berkeley	yes
				6/69 Masters	"		
178	3.65	3.2	F	1/68	Biochemistry	San Jose State	yes
183	3.65	3.8	F	6/67	History	San Jose State	yes
				6/68 Masters	"	Univ. Calif. Davis	
	3.00	3.1	7 F	Recap:	Re-cap:	Re-cap:	
	(Median)	(Median)	11 M	12 B.A. in 4yrs	6 Soc. Sc.	10 State Colleges	
				3 B.A. in 5 yrs	2 Engr.	2 State Universities	
				3 B.A. in 6 yrs	1 Math.	6 Private Universities	
					1 Forestry	18	
					1 Med. Tech		
					1 Broad. Engr.		
					1 Religion		
					1 Unknown		
					Junior College Graduates		
4	2.37	2.0	F	6/65	Dental Asst.	Foothill	
108	2.58	2.6	F	6/68	English	Foothill	yes
176	3.18	2.8	F	6/65	Secretarial	Foothill	
185	2.84	-	F	6/65	--	Foothill	
					Other Training Completed		
3	3.00		F	1/66	Nursing		yes
38	2.85		F	6/64	Beautician		
96	1.65		F	6/64	Beautician		
170	2.32		F	6/68	Beautician	Centerville Sch. of Beauty	yes
186	2.82		F	7/66	Nursing	Providence Sch. of Nursing	yes

Table 54

SCHOOL I

Students Still Attending College, but Not Graduated

Student #	H.S. G.P.A.	Sex	College Attending	Year
033	1.68	M	J.C.	1968
050	3.45	M	Chabot J.C.	"
074	1.99	M	San Jose	"
085	2.61	M	Chabot J.C.	"
147	1.59	M	San Jose St.	"
158	1.99	M	Foothill J.C.	"
160	1.91	M	Ohlones J.C.	"
189	2.22	M	Chico State	"
033	1.68	M	J.C.	1969
050	3.45	F	Chabot J.C.	"
069	2.43	F	Chico State	"
085	2.61	M	Chabot J.C.	"
088	1.86	M	Ohlones J.C.	"
094	2.33	M	Chabot J.C.	"
149	1.70	F	Ohlones J.C.	"
158	1.99	M	Foothill J.C.	"
173	2.66	M	Calif. St. Hayward	"
189	2.22	M	Chico State	"

Table 55

SCHOOL I

College Dropouts

Reasons Listed For Leaving College

No.	Reason
17	Marriage
6	Low Grades
5	Took a Job
5	Financial
4	Needed at Home
4	Poor Study Habits
3	No Definite Goal
2	Health Reasons
19	Other Reasons

Average No. Years Completed Before Drop: 1.9

SUMMARY II

SCHOOL II

4 Year College Graduates

Student No.	Sex	H.S. GPA	School Graduated	Date Graduation
2330	F	3.87	U. C., Berkeley	6/67
2400	F	3.69	U. C., Berkeley	3/67
3200	M	3.68	U. C., Santa Barbara	6/68
1680	M	3.60	U. C., Santa Cruz	6/68
1440	M	3.48	U. C., Berkeley	6/67
3210	M	3.32	San Jose State	1/69
2120	F	3.21	San Jose State (+ Teaching Cred.)	1/68
3410	F	3.15	San Jose State (+ Teaching Cred.)	6/68
2810	M	3.04	San Jose State	1/69
3240	F	3.00	San Jose State	1/68
2570	F	2.96	San Jose State	6/68
1130	M	2.96	San Jose State	1/68
2100	F	2.88	San Jose State	1/68
2360	M	2.88	San Jose State	6/68
1910	M	2.88	San Jose State	1/68
2760	F	2.81	San Jose State	6/67
1960	F	2.77	San Jose State	6/67
1060	M	Median 2.75	San Jose State	1/69
2440	F	2.70	San Jose State	6/68
2550	F	2.66	San Jose State	6/68
2240	F	2.62	California State, Hayward	6/68
1200	M	2.56	U. C., Santa Cruz	6/67
1040	F	2.48	San Jose State	6/69
3670	F	2.46	San Jose State	1/68
3580	M	2.42	San Jose State	1/69
2660	F	2.40	San Jose State	6/69
3000	M	2.25	California Maritime Academy	6/68
1700	M	2.23	San Diego State	1/68
2220	F	2.17	San Jose State	6/69
2050	M	2.08	San Jose State	6/69
1780	M	2.08	San Jose State	6/68
1880	M	2.08	Bethany Bible School	5/67
2000	M	2.04	San Jose State	6/68
1290	M	2.00	San Jose State	1/69
2500	M	1.96	University of Idaho	6/68
3190	M	1.65	San Jose State	6/70

4 Year College - Currently Attending

1010	F	3.88	San Jose State
3280	M	2.68	California State Polytechnic, San Luis Obispo
1870	M	2.42	University of Redlands
2860	F	2.38	San Jose State
2530	M	1.84	San Jose State
3190	M	1.65	San Diego State

SUMMARY II (Continued)

Junior College Graduates

Student No.	Sex	H.S. GPA	College Graduated	Date Graduation
2010	M	3.46	Foothill Junior College	6/69
3300	F	2.46	Foothill Junior College	6/68
1940	M	2.43	Foothill Junior College	6/69
3640	M	Median 2.25	Foothill Junior College	6/66
1710	M	2.00	Foothill Junior College	6/69
1370	M	1.87	Cabrillo Junior College	
1160	M	1.85	West Valley Junior College	1/69
2390	M	1.76	Foothill Junior College	6/66

Junior College Currently Attending

3120	M	2.48	Junior College (out of State)
1660	M	2.05	Foothill College (new entry '68)
1090	M	2.00	San Jose City College
2610	F	1.91	San Jose City College
2210	M	1.76	DeAnza Junior College
3680	M	1.52	DeAnza Junior College
2590	M	1.46	College of San Mateo (new entry '68)

Special Schools

				Completed
1210	M	2.79	I.B.M. School	yes
1900	F	2.64	Beauty School	yes
1420	F	2.34	Beauty School	yes
3100	F	2.18	Aeronautical School	no
2200	F	2.08	Nursing School	yes
1220	F	1.96	Beauty School	yes
1170	F	1.90	Beauty School	no
3620	F	1.72	Beauty School	yes
1410	F	1.71	Beauty School	yes
3130	F	1.61	Beauty School	yes
1250	F	1.50	Beauty School	yes
1400	F	1.44	Business School	yes
3750	F	1.18	Keypunch School	no
1430	M	1.09	Trade School	unknown

Recap: 14 Started 5% of graduating class
10 Completed 71% of those started, and 4% of graduating class.
(6 Beauty School,
2 Business School,
1 IBM
1 Nursing School)

SUMMARY III

SCHOOL II

Junior College Dropouts

Student No.	Sex	H.S. GPA	College Dropped	Activity after Drop
2275	F	3.12		
1540	F	3.08	Foothill J.C.	Working full time
1520	F	3.07	Foothill J.C.	Working full time
2740	M	3.05		
1390	F	3.00		
1670	M	2.96		
3440	F	2.92	Foothill J.C.	Housewife
2310	F	2.88		
3460	F	2.87	Foothill J.C.	Working full time,school part time
3540	F	2.86	Foothill J.C.	Working part time
2300	F	2.84	Foothill J.C.	Working full time
2250	M	2.83	Foothill J.C.	Working full time
1770	F	2.82	Foothill J.C.	Housewife
1240	F	2.80	Foothill J.C.	Working full time
3320	F	2.68	Foothill J.C.	Working full time
1150	F	2.61	Foothill J.C.	Working full time
2670	F	2.56	Foothill J.C.	Working full time
2160	F	2.56	Foothill J.C.	Housewife, working
2430	F	2.56	Foothill J.C.	Working full time
3150	F	2.52	Foothill J.C.	Working full time
3520	M	2.50	Foothill J.C.	Working full time, school part time
2820	F	2.50	Foothill J.C.	Working full time
1070	F	2.42		
1750	F	2.40	Foothill J.C.	Housewife
3690	F	2.29	Foothill J.C.	Working full time
1180	M	2.25	Foothill J.C.	Working full time
3730	F	2.22	Foothill J.C.	Working full time
3050	N	2.20		
3330	M	2.13	Foothill J.C.	Working full time
2730	M	2.08		
3740	M	2.04	Foothill J.C.	Working full time
2680	M	2.04	Foothill J.C.	Military
2900	M	2.04	San Jose City College	Military
1710	M	2.00	Foothill J.C.	Military
2690	M	2.00	Foothill J.C.	Working full time
2940	M	2.00		Military
3590	M	Median 2.00	Foothill J.C. & DeAnza	Unemployed, want work
3340	M	1.97	Foothill J.C.	Working full time
1550	M	1.91	Foothill J.C.	Working full time
1360	M	1.91		
2150	M	1.90	Foothill J.C.	Working full time
1530	F	1.90	Foothill J.C.	Working part time
2470	F	1.88	Foothill J.C.	
2450	M	1.87	Foothill J.C.	Working full time
2960	M	1.87	Foothill J.C.	Working full time
1720	M	1.86	Foothill J.C.	Working full time

JUNIOR COLLEGE DROPOUTS - SCHOOL II

SUMMARY III - continued

Student No.	Sex	H.S. GPA	College Dropped	Activity after Drop
2340	M	1.86	Foothill J.C.	Military
2650	M	1.85		
2870	M	1.83		
1690	M	1.82	Foothill J.C.	Working full time
3310	F	1.81	Foothill J.C.	Working full time
2260	M	1.80	Foothill J.C.	Military
2230	M	1.79		
2390	M	1.76	Foothill J.C.	Military
1120	M	1.75	Foothill J.C.	Working full time
3350	F	1.75	Foothill J.C.	Working full time
3710	M	1.72	Foothill J.C.	
2540	M	1.71	Foothill J.C.	Working part time
1310	M	1.68	Foothill J.C.	Military
2080	F	1.68	Foothill J.C.	Working full time
2720	F	1.65	Foothill J.C.	Housewife
2980	M	1.64		Working part time, school p.t.
2190	F	1.64		
1850	F	1.63	Foothill J.C.	Working full time
3560	M	1.62	Foothill J.C.	Working full time
1480	M	1.57	Foothill J.C.	Working full time, school p.t.
3010	F	1.56	Foothill J.C.	Working full time
1920	M	1.52	Foothill J.C.	Working full time
2420	M	1.48	Foothill J.C.	In business for self
2520	M	1.48	Foothill J.C.	Working full time
3430	F	1.44	Oakland City J.C.	Military
2580	M	1.44	Foothill J.C.	Working part time
2180	M	1.40	Foothill & De Anza J.C.	Working full time
2750	F	1.23		

Four-Year College Dropouts

Student No.	Sex	H.S. GPA	College Dropped	Activity after Drop
3500	M	3.72		
3250	F	3.56		
3570	F	3.50		
3510	M	3.46		
3470	F	3.14		
2090	M	3.12	San Jose State	Working full time
2270	F	3.00		
3220	M	2.96		
1210	M	2.79		
3720	F	2.78	Foothill J.C. (transferred to U. C. Berkeley)	Working full time
1590	M	Median 2.76		
2030	M	2.56	San Jose State	Military
3020	M	2.52		
3110	M	2.52	San Jose State	Military
1620	M	2.46	State College (out of Calif.)	Working part time
2700	M	2.44	San Jose State	Working full time
2290	F	2.26	Foothill J.C. (transferred to San Jose State)	Housewife

FOUR YEAR COLLEGE DROPOUTS - SCHOOL II

SUMMARY III - continued

Student No.	Sex	H.S. GPA	College Dropped	Activity after Drop
2200	F	2.08		
1300	M	2.08		
3060	F	2.00		
3180	F	1.71	Private College	Housewife, working
2460	M	1.64	Calif. College Arts & Crafts	Working part time

SCHOOL III

Intended Activities Before Graduation and Actual Activities Four and Five Years Later

No. Graduates: 135

ACTIVITY	Intent - June '63				Actual - June '67				Actual - June '68			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Junior College	59	43.7			3	2.2			3	2.2		
Four Year College	16	11.9			18	13.3			11	8.2		
TOTAL COLLEGE			75	55.6%			21	15.5%			14	10.4%
Working	49	36.3			63	46.7			68	50.4		
Military Service	4	2.9			26	19.3			17	12.6		
Special Schools (Trade, Business, Beauty, etc.)	5	3.7			--	---			--	---		
Housewives	2	1.5			10	7.4			15	11.1		
Unemployed	--	---			4	2.9			1	.7		
Other Activities	--	---			--	---			--	---		
TOTAL NON-COLLEGE			60	44.4%			103	76.3%			101	74.8%
Activity Unknown							11	8.2%			20	14.8%

Summary of Statistics - 1968-1969

Percent College Graduates:

14 4-year graduates or 11% of class
8 J.C. graduates or 6% of class
Total 17%

6 Minority group 4-year graduates or 40% of 4-year graduates

Total started Special Schools: 4
Total completed Special Schools:4

Dropout Rates:

4-Year
21 started 4-year College or 16% of H.S. grad. class
7 4-year College dropouts or 29% of those who started

J.C.
51 started Junior College or 38% of H.S. grad. class
36 Junior College dropouts or 71% of those who started

6 transferred to 4-year College;
4 of whom graduated 4-year.

Re-Cap 2

SCHOOL III RECAP OF STATISTICS

(Intent Before H. S. Graduation and Actual Activities Five Years Later)

Percent College Graduates:

14 4-year Graduates or 10% of class, and 67% of total started
8 J. C. Graduates or 6% of class, and 16% of total started
Total 16%

5 Minority group 4-year Graduates, or 36% of 4-year Graduates
3 Minority Group J.C. Graduates, or 37% of J. C. Graduates

Dropout Rates:

4-year
21 started Four Year College, or 16% of H.S. Graduating Class
7 Four Year College Dropouts, or 33% of those who started

J. C.
51 started Junior College, or 38% of H.S. Graduating Class
36 Junior College Dropouts, or 71% of those who started
6 transferred to 4-year College;
4 of whom graduated 4-year.

J. C. - Years Graduated:
1965 - 2
1966 - 1
1967 - 2
1968 - 3

4-Year - Years Graduated:
1967 - 8
1968 - 5
1969 - 1

Majors Completed:

Four Year College

History	5
Secondary Teaching	3
English	2
Anthropology	1
Botany	1
Business Education	1
Communications	1

Junior College

Business	2
Aeronautics	1
Electronics	1
English	1
Journalism	1
Refrigeration Repair	1
Technical Drafting	1

SUMMARY IV

SCHOOL III

(Four Year College and Junior College Graduates)

Four Year College Graduates

Student No.	H.S. GPA	School Graduated	Major	Year Graduated
81 F	3.87	Fresno State	History	1967
122 M	3.73	Harvard University	U. S. History	1967
52 F	3.72	San Jose State	Communications/Public Spkg	1967
107 M	3.63	Univ. of California	Botany	1967
74 F	3.61	Univ. of Calif.,Berkeley	Secondary Teaching	1968
35 F	3.60	Univ. of Calif.,Davis	Secondary Teaching	1968
85 F	3.45 Median	Univ. of Pacific	Secondary Teaching	1967
106 M	3.08	San Jose State	History	1967
116 M	3.06	U. C., Santa Barbara	U. S. History	1967
103 M	2.97	Stanford University	English	1969
62 M	2.65	San Jose State	History(Secy Tech,cred.'68)	1967
3 F	2.61	San Jose State	English (Pol.Science Minor)	1968
128 F	2.38	Southern University	Business Education	1968
71 F	2.14	San Francisco State	Anthropology	1968

Total: 14 (6 M, 8 F)

Junior College Graduates

Student No.	H.S. GPA	Major	Year Graduated
008 M	3.15	English	1966
100 F	3.02	Business	1967
62 M	2.65	Business	1968
92 M	2.62 Median	Technical Drafting	1967
43 M	2.55	Electronics	1965
73 M	2.51	Aeronautics	1968
15 M	2.47	Refrigeration Repair	1968
113 F	2.41	Journalism	1965

Total: 8 (6 M, 2 F)

Table 57

SCHOOL III

High School G.P.A. of Four Year College and Junior College Dropouts

Four Year Drops

No.	Sex	GPA
027	F	3.19
062	M	2.65
002	M	2.59
093	M	2.05

Junior College Drops

No.	Sex	GPA
008	M	3.15
026	F	3.02
014	M	2.93
054	F	2.88
131	M	2.87
059	F	2.77
036	F	2.73
069	M	2.68
121	M	2.65
021	F	2.65
001	M	2.59
067	M	2.51
046	F	2.50
064	F	2.50
126	M	2.50
020	F	2.48
078	F	2.46
016	M	2.36
051	M	2.35
097	M	2.33
135	M	2.32
048	M	Median 2.29
011	M	2.24
089	M	2.21
077	M	2.20
013	F	2.20
083	F	2.17
129	M	2.15
070	M	2.15
096	M	2.07
091	F	2.07
120	M	2.06

J.C. Dropouts (cont.)

No.	Sex	GPA
024	M	2.04
004	M	1.99
017	M	1.93
098	M	1.76
010	F	1.70
134	F	1.69
033	M	1.68
019	M	1.63
114	F	1.61
005	M	1.26
012	F	1.23
072	M	1.21

Table 58

SCHOOL III

79 Courses Listed on Questionnaire #3

87 Students Returned Questionnaire
or 64% of Class

VALUE OF COURSES

Courses indicated 25 times or more plus percent figured on Total Number of students who returned questionnaire.

Course	Very much	%	Some	%
English I, II, III	56	64%	23	26%
Typing	44	50%	23	26%
P. E. Team Sports	43	49%	20	23%
P. E. Individual Sports	35	40%	18	20%
U. S. History	38	44%	34	39%
Algebra	35	40%	9	10%
World Backgrounds	33	38%	30	34%
World Geography	30	34%	28	32%
General Math	26	30%	18	20%
Biology	26	30%	13	15%
General Science	25	29%	13	15%
Social Psychology	25	29%	9	10%

Re-Cap 3

SCHOOL IV

RECAP OF STATISTICS

Percent College Graduates:

134 4-year Graduates or 36% of class, and 65% of total started
27 J.C. Graduates or 7% of class, and 17% of total started
Total 43%

Dropout Rates:

4-year 206 started Four Year College, or 56% of H.S. Graduating Class
61 Four Year College Dropouts, or 30% of those who started

J.C.:

158 started Junior College, or 43% of H.S. Graduating Class
83 Junior College Dropouts, or 53% of those who started
39 Transferred to 4-year College:
27 of whom graduated 4-year.

J.C. - Years Graduated:

	No.	% of class	% of started
1965	10	2.7	6%
1966	8	2.2	5%
1967	5	1.4	3%
1968	4	1.1	3%
Total	27	7.4%	17%

4-Year Graduated:

	No.	% of class	% of started
1967	70	18.8%	34%
1968	50	13.5%	24%
1969	14	3.8%	7%
Total	134	36.1%	65%

Kind of College From Which Graduated:

4-Year Colleges:

	No.	% of Coll. Grads
State Univ.	58	43%
State College	40	30%
Private Univ/Coll.	36	27%
Total	134	100%

Kind of College From Which Dropped:

	No.	% of Dropouts
State Univ.	19	31%
State College	33	54%
Private Univ/Coll.	9	15%
Total	61	100%

Table 59

SCHOOL IV

Junior College Graduates (Terminal)

Student No.	H.S. GPA		Major	Year Graduated
334 F	3.05		Art	1965
223 F	2.82		Medical Assistant	1965
289 M	2.81		Biology	1966
015 F	2.80		Science	1968
369 F	2.60		Business-Secretarial	1966
142 F	2.53		Cosmotology	1968
073 F	2.50		Cosmotology	1966
217 F	2.35		Cosmotology	1965
126 M	2.34		Liberal Arts	1966
294 M	2.29		Liberal Arts	1966
171 M	2.20		Business Administration	1966
120 F	2.18		Education	1965
047 F	2.17	Median	Business Education	1965
139 F	2.10		Spanish	1966
155 M	2.03		Police Science	1967
333 F	1.96		Interior Decoration	1965
042 F	1.96		English	1968
088 M	1.95		Electronics	1967
356 M	1.93		Art-Photography	1965
281 M	1.90		Commercial Art	1967
246 M	1.89		Forestry	1965
090 M	1.80		Aeronautics	1967
325 M	1.80		Aeronautics	1965
131 M	1.76		Business-Merchandising	1967
181 M	1.72		Commercial Art	1967
279 M	1.54		Drafting	1966
143 M	1.28		Electronics	1966

Total: 27 (15 M, 12 F)

Table 60

SCHOOL IV

4 Year College Graduates

High School G.P.A.

1.30
1.37
1.41
1.55
1.67
1.70
1.79
1.82
1.88
1.89
1.93
2.00
2.00
2.10
2.16
2.17
2.21
2.23
2.24
2.24
2.29
2.30
2.30
2.31
2.34
2.34
2.35
2.36
2.39
2.41
2.41
2.46
2.50
2.50
2.53
2.53
2.55
2.57
2.62
2.62
2.62
2.62
2.62
2.63
2.64
2.65
2.65
2.66
2.66
2.70
2.70
2.71
2.71
2.72
2.73
2.74
2.76
2.76
2.77
2.78
2.79
2.80
2.80
2.80
2.82
2.84
2.85
2.86 Median
2.86
2.86
2.87
2.87
2.90
2.93
2.93
2.95
2.96
2.97
3.00
3.00
3.03
3.03
3.03
3.06
3.06
3.06
3.07
3.07
3.09
3.09
3.10
3.10
3.10
3.10
3.10
3.12
3.16
3.17
3.17
3.20
3.21
3.22
3.22
3.23
3.23
3.25
3.26
3.26
3.31
3.38
3.40
3.40
3.42
3.42
3.43
3.43
3.44
3.46
3.46
3.50
3.50
3.52
3.55
3.60
3.61
3.62
3.66
3.75
3.77
3.78
3.87
3.92
3.94
4.00

SUMMARY V

SCHOOL IV

Colleges From Which Graduated

School	No. of Grads.	% of Grads.
University of Calif., Berkeley	25	19%
San Jose State College	13	10%
University of Oregon	9	7%
Stanford University	9	7%
San Francisco State College	7	5%
Univ. of Calif., Santa Barbara	7	5%
Chico State College	5	
Univ. of Calif., Davis	4	
Univ. of Calif., Santa Cruz	4	
Univ. of Washington	3	
Willamette Univ.	3	
Brigham Young Univ.	2	
Colorado State College, Greeley	2	
Occidental College	2	
Sacramento State College	2	
San Diego State College	2	
University of Arizona, Tucson	2	
University of Calif., Los Angeles	2	
University of San Francisco	2	
Adams State College	1	
Armstrong College	1	
California College of Arts & Crafts	1	
California State College, Hayward	1	
California State College, Long Beach	1	
California State Polytechnic College, SLB	1	
California Western U	1	
Centre College of Kentucky	1	
Claremont Men's College	1	
Colby College	1	
Colorado State University, Ft. Collins	1	
Fresno State College	1	
Harvard College	1	
Humboldt State College	1	
Linfield College	1	
Julliard	1	
Middlebury College	1	
Notre Dame U	1	
Oregon State U	1	
Pomona College	1	
Univ. of Colorado, Boulder	1	
Univ. of Denver	1	
Univ. of Nevada, Reno	1	
Univ. of Pacific	1	
Univ. of Redlands	1	
Univ. of Southern California	1	
Washington State U	1	
Williams College	1	
Yale University	1	

Re-Cap:			
	State University:	58	43%
	State College:	40	30%
	Private Coll/Univ.:	36	27%
	Total	134	

SUMMARY VI

SCHOOL IV

4 Year College Graduates

No.	Sex	GPA	School Graduated	Major	Future Plans	Year Grad.
050	F	4.00	Univ. of Washington	Dietetics		1967
295	M	3.94	Yale	Cultural Science/Econ.	Law	1967
182	M	3.92	Harvard	Chemistry	PhD	1967
141	F	3.87	Stanford	English Adv.		1967
280	M	3.78	U.C. Berkeley	Physics		1967
196	F	3.77	U.C. Berkeley	French	Travel-Teach	1969
370	M	3.75	Univ. San Francisco	Chemistry	Chem. Analyst	1967
297	F	3.66	U.C. Santa Barbara	Anthropology		1967
061	M	3.62	U.C. Berkeley			
021	F	3.61	Stanford	English	PhD	1968
228	M	3.60	Pomona			1967
188	F	3.55	U.C. Santa Cruz	Zoology	PhD(Biology)	1967
296	M	3.52	U.C. Berkeley	Political Science	MA	1968
195	F	3.50	U.C. Berkeley	Economics		1967
009	F	3.50	Notre Dame	Music	MA/Elem. Ed.	1968
192	F	3.46	U.C. Berkeley	Nursery Teacher		1969
102	M	3.46	U.C. Berkeley	Social Sciences	MA Soc.	1967
220	F	3.44	Julliard	Music		1968
310	F	3.43	Univ. of Arizona	Speech Path/Audiol.	MA-Same	1967
168	F	3.43	Stanford	History/English		1967
162	F	3.42	U.C. Berkeley	Nursing		1968
067	M	3.42	U.C. Santa Cruz	German	MA(English)	1967
075	M	3.40	Stanford	History		1967
070	F	3.40	U.C. Berkeley	History	MA(Elem. Ed.)	1967
265	M	3.38	Claremont	English	PhD	1967
164	M	3.31	Centre College	Law		1967
056	F	3.26	Occidental	Social/Anthropology		1968
129	M	3.26	Stanford	Physics	PhD	1967
109	F	3.25	U.C. Berkeley	Sociology		1967
301	M	3.23	S.F. State	Chemistry	MA	1969
366	M	3.23	U.C. Berkeley	English Literature	MA Foreign Trade	1968
266	F	3.22	Washington St.	Political Science		1967
185	F	3.22	S.F. State	History-Special	Education	1968
003	M	3.21	U.C. Berkeley			1967
350	F	3.20	U.C. Berkeley	Math		1967
307	F	3.17	U.C. Santa Barbara			1967
210	F	3.17	U.C. Santa Cruz	English	Sec. Sch.	1967
089	F	3.16	U.C. Berkeley	Speech		1967
148	M	3.12	U.C. Santa Barbara	Physics	PhD	1967
251	F	3.10	S.F. State	Drama	Elem Ed. Cred.	1969
241	M	3.10	U.C. Berkeley	Civil Engineer		1968
176	F	3.10	U.C. Santa Barbara	Sociology		1968
276	M	3.10	Stanford			1967
191	F	3.10	U. of Redlands	Sociology	Soc. Worker	1967
335	F	3.09	U.C. Santa Barbara	Sociology		1967
208	F	3.09	U.C. Santa Cruz	English Literature	Sec. Sch.	1967
275	M	3.07	Williams College	Economics	Prof. Dancer	1967
308	F	3.07	Occidental			1967
014	F	3.06	Brigham Young Univ.	Elem. Education		1968
305	F	3.06	Colorado St. Univ.	Biological Science	Veterinarian	1967

SCHOOL IV

No.	Sex	GPA	School Graduated	Major	Future Plans	Year Grad.
041	M	3.06	U.C. Berkeley	Geography		1967
239	F	3.03	Univ. Southern Calif.	Physiotherapy		1967
160	F	3.03	U.C. Davis	Anthropology		1967
121	F	3.03	Willamette	English		1967
156	F	3.00	Willamette	Philosophy/Elem Ed.		1967
116	F	3.00	Linfield	History		1967
048	F	2.97	U.C. Berkeley	Sociology	MA/Soc. Work	1968
343	F	2.96	U.C. Davis	History		1967
211	F	2.95	Univ. of Colorado			1967
163	F	2.93	U.C. Berkeley	French	Teaching Cred.	1968
130	F	2.93	Willamette	History		1967
001	M	2.90	Univ. of Oregon	History-Art	MA	1968
202	M	2.87	S.F. State	Bus. Comp. Science	MBA	1968
093	M	2.87	San Jose State	Bus. Administration	Real Estate	1968
314	M	2.86	U.C. Berkeley			1967
037	F	2.86	San Jose State	Social Science		1.68
071	M	2.86	U.C. Berkeley	Speech	Physician	1967
115	F	2.85	U.C. Santa Barbara	Sociology	Stewardess	1968
232	F	2.84	Stanford	English	Sec. Sch.	1967
346	F	2.82	U.C. Santa Barbara	Sociology	Corr. Soc.	1967
158	M	2.80	U.C. Berkeley	Architecture		1969
367	M	2.80	Colby College	Business Admin.		1967
167	M	2.80	U.C. Davis	Bus. Advertising	MBA	1967
026	M	2.79	S.F. State	Business	Marketing	1968
175	F	2.78	Univ. of Oregon	Fine Arts	Ed.	1967
302	F	2.77	S.F. State	English-Languages	MA Teach Adults	1967
035	M	2.76	San Jose State	Business	Indust. Manage.	1968
135	M	2.76	U.C. Berkeley	Zoology	Physician	1967
268	F	2.74	San Jose State	Elementary Education		1968
317	F	2.73	Cal. St. Polytech.	Home Economics		1968
336	F	2.72	Chico State	Social Welfare		1967
218	M	2.71	U.C. Davis	Agricultural Bus.	MA	1968
068	M	2.71	Middlebury College	Civil Engineering	MA	1968
004	M	2.70	Univ. of Oregon	Business Administration		1968
193	M	2.70	Univ. of Washington			1967
230	M	2.66	Univ. of Pacific	Business		1968
044	F	2.66	Univ. of Nevada			1968
213	M	2.65	U.C. Los Angeles	Psychology		1968
013	M	2.65	Stanford	Political Science	MBA	1967
258	F	2.64	San Diego State	Social Sciences		1967
147	F	2.63	Sacramento State	Journalism		1967
231	M	2.62	Oregon State	General Science	Military	1969
264	F	2.62	S.F. State	Elementary Education		1968
172	M	2.62	Univ. of Washington			1968
107	M	2.62	Univ. of San Francisco	Political Science	Law	1968
043	M	2.62	San Jose State	Psychology		1968
221	M	2.57	Stanford	Art Education	PhD	1967
183	F	2.55	Univ. of Oregon			1968
234	M	2.53	Univ.of Oregon	Architecture	MA	1968
104	M	2.53	U.C. Berkeley	Architecture		1967
288	M	2.50	Univ. of Oregon	General Science	MA(Med. Tech.)	1967
110	M	2.50	Calif. St. Long Beach	Business		1968
135	M	2.46	U.C. Los Angeles			1969
243	F	2.41	San Diego State	Psychology		1969
226	M	2.41	San Jose State	Art		1969

SCHOOL IV

No.	Sex	GPA	School Graduated	Major	Future Plans	Year Grad.
098	M	2.39	U.C. Berkeley	Philosophy		1967
362	F	2.36	Cal. College Arts/Crafts	Ceramics		1967
278	F	2.35	Sacramento State			1967
236	M	2.34	San Jose State	Geology	Naval Off. Sch.	1969
285	F	2.34	San Jose State	Social Science	Elem. Ed.	1968
033	M	2.31	San Jose State	Business	Indust. Manage.	1968
250	F	2.30	Univ. of Oregon	History		1967
339	M	2.30	Humboldt State	Industrial Arts	MA Teaching	1969
222	F	2.29	Brigham Young Univ.	Drama		1967
259	M	2.24	Univ. of Oregon	Literary Arts		1968
274	F	2.24	Calif. Western	Social Science	Elem. Ed.	1967
206	F	2.23	Chico State	Art		1968
177	F	2.21	San Jose State	Sociology		1969
254	M	2.17	San Jose State	Industrial Management		1967
200	F	2.16	Colorado State College	Anthropology	PhD	1967
082	F	2.10	Chico State	History	Sec. Sch.	1968
145	M	2.00	Armstrong College			1969
103	M	2.00	Chico State	Social Science		1968
174	F	1.93	San Jose State	Sociology		1968
062	M	1.89	U.C. Berkeley	Business Administration		1968
349	M	1.88	Adams State	Elem. Ed.	MA	1967
178	M	1.82	Univ. of Oregon	Political Science		1968
245	M	1.79	Calif. State-Hayward	Art		1968
165	M	1.70	Univ. of Denver	History		1968
320	M	1.67	Fresno State	Accounting		1968
094	M	1.55	San Jose State	Bus. Administration		1968
049	M	1.41	Chico State	Psychology	PhD	1968
046	M	1.37	Univ. of Arizona			1968
146	M	1.30	Colorado State	Anthropology	PhD	1967

Majors Completed: 4 Year College

I. Majors 4 Year College

Accounting	1
Anthropology	5
Architecture	3
Art	5
Biological Science	1
Business	13
Ceramics	1
Chemistry	3
Civil Engineering	2
Cultural Science	1
Dietetics	1
Drama	2
Economics	2
Elementary Education	5
English	9
Fine Arts	1
French	2
General Science	2
Geography	1
Geology	1
German	1
History	10
Home Economics	1
Industrial Arts	1
Industrial Management	1
Journalism	1
Law	1
Library Arts	1
Math	1
Music	2
Nursing	1
Philosophy	2
Physics	3
Physiotherapy	1
Political Science	5
Psychology	4
Speech	2
Speech Pathology	1
Sociology	16
Zoology	2
Total	118

II. Numerical Rank of Majors - 4 Yr. College

Sociology	16	13.6%
Business	13	11.0%
History	10	8.5%
English	9	7.8%
Anthropology	5	4.2%
Art	5	4.2%
Elementary Education	5	4.2%
Political Science	5	4.2%
Psychology	4	
Architecture	3	
Chemistry	3	
Physics	3	
Civil Engineering	2	
Drama	2	
Economics	2	
French	2	
General Science	2	
Music	2	
Philosophy	2	
Speech	2	
Zoology	2	
Accounting	1	
Biological Science	1	
Ceramics	1	
Cultural Science	1	
Dietetics	1	
Fine Arts	1	
Geography	1	
Geology	1	
German	1	
Home Economics	1	
Industrial Arts	1	
Industrial Management	1	
Journalism	1	
Law	1	
Library Arts	1	
Math	1	
Nursing	1	
Physiotherapy	1	
Speech Pathology	1	
Total	118	

Note: Some Unknown as Not Indicated by Graduates on Questionnaires

III. Majors - J.C.

Aeronautics	2
Art	1
Art Photography	1
Business	4
Commercial Art	2
Cosmotology	3
Drafting	1
Education	1
Electronics	2
English	1
Forestry	1
Interior Dec.	1
Liberal Arts	2
Medical Asst.	1
Police Science	1
Science	2
Spanish	1
Total	27

IV. Numerical Rank of Majors, J.C.

Business	4
Cosmotology	3
Aeronautics	2
Commercial Art	2
Electronics	2
Liberal Arts	2
Science	2
Art	1
Art-Photography	1
Drafting	1
Education	1
English	1
Forestry	1
Interior Dec.	1
Medical Asst.	1
Police Science	1
Spanish	1
Total	27

SUMMARY VII

SCHOOL IV

4 Year College Dropouts

No.	Sex	H.S. GPA	Date Dropped	Kind of School
122	M	3.87	'66	University
032	F	3.64	'69	University
326	F	3.64	'69	University
214	F	3.57	'66	Private College
119	F	3.33	'68	University
153	F	3.33	'68	University
149	M	3.32	'67	State College
125	F	3.28	'66	Private College
159	F	3.15	'66	University
085	M	3.15	'64	University
298	F	3.12	'66	State College
127	F	3.06	'66	University
334	F	3.05	'66	University
024	F	2.97	'66	State College
108	F	2.96	'65	University
019	M	2.93	'67	State College
283	F	2.93	'65	State College
345	F	2.90	'66	University
028	F	2.86	'67	State College
015	F	2.80	'65 (Trsf. to J.C.)	State College
151	M	2.78	'68	University
207	F	2.78	'65	State College
084	M	2.75	'64	State College
039	F	2.61	'68	State College
216	M	2.61	'67	State College
095	F	2.57	'64	State College
267	F	2.56	'64	State College
360	M	2.54	'65	Private College
010	F	2.53	'68	State College
059	M	2.51	'66 (Trsf. to J.C.)	Private College
286	M	2.51 Median	'68	State College
073	F	2.50	'64	State College
063	F	2.48	'65	State College
253	M	2.47	'68	State College
030	F	2.46	'68	State College
243	F	2.41	'66	State College
106	F	2.40	Deceased	University
189	M	2.40	'65	University
179	F	2.39	'66	State College
270	F	2.37	'65	State College
313	M	2.37	'66	University
294	F	2.29	'68	State College
261	F	2.23	'69	State College
114	F	2.23	'65	State College
205	M	2.22	'66	State College
171	M	2.20	'67	State College
120	F	2.18	'66	Priv. College
140	F	2.11	'66	University
005	F	2.08	'64	Priv. University
351	M	2.03	'66	Priv. College

4 Year College Dropouts Cont.

No.	Sex	H.S. GPA	Date Dropped	Kind of School
352	F	2.03	'66	State College
238	F	2.00	'67	University
227	M	1.93	'68	University
358	M	1.92	'64	State College
229	M	1.89	'68	University
144	M	1.85	'64	State College
300	M	1.77	'68	State College
173	M	1.58	'66	State College
255	M	1.50	'67	State College
262	F	1.32	'64	Private College
123	M	1.28	'64(tsfr. to J.C.)	Private College

Total: 61 Dropouts (24M., 37F.)

Median H.S. GPA: 251

Kinds of Colleges Dropped:

University:	19
State College:	33
Private Univ/Coll.:	9
Total	61

Year Dropped:

1964:	10
1965:	9
1966:	19
1967:	8
1968:	12
1969:	3
Total	61

Table 61

SCHOOL IV

Value of Courses

79 Courses Listed on Questionnaire 318 Students Returned Questionnaire or 86% of Class

Courses indicated 25 times or more plus percent figured on Total Number of students who returned questionnaire.

Course	Very Much	%	Some	%	Little or None	%
English I, II, III	184	58%	104	32%	10	3%
Typing	165	52%	65	20%	11	3%
U.S. History	149	46%	121	38%	17	5%
P.E. Team Sports	120	37%	77	24%	35	11%
P.E. Individual Sports	113	35%	77	24%	30	9%
World Backgrounds	103	32%	135	42%	36	11%
Geometry	102	32%	78	24%	23	7%
Social Psychology	85	27%	51	16%	15	4%
Senior Composition	85	27%	25	8%	16	5%
International Relations	70	22%	11	3%	0	-
World Geography	68	21%	119	37%	70	22%
Speech	61	19%	9	2%	1	.3%
Chemistry	60	19%	57	18%	21	6%
General Math	44	14%	44	14%	13	4%
French	41	13%	31	10%	21	6%
Advanced Math	41	13%	25	8%	4	1%
Drafting	41	13%	24	7%	12	4%

Table 62

ALL SCHOOLS

Estimated Abilities (from H. S. Card of Intent) of Graduates Who Completed Programs

5 Years after Graduation

Degrees Received	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Below Average No.	Below Average %	Average No.	Average %
A.A. Degree	70	32	3	1	31	14	35	16	1	.5
Apprentice	5	2			2	1	3	1		
B.A. Degree	95	43	16	7	64	29	13	6	2	1
B.S. Degree	34	15	4	2	23	10	6	3	1	.5
Other	7	3			5	2	2	1		
Special Certificate	10	5	1		4	2	5	2		
Totals	221	100%	44	10%	129	58%	64	29%	4	2%

Note: Percentages based on total number of responses.

SCHOOL I

Estimated Abilities (from H. S. Card of Intent) of Graduates Who Completed Programs

5 Years after Graduation

Degress Received	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Below Average No.	Below Average %	Average No.	Average %
A.A. Degree	4	20			3	15	1	5		
B.A. Degree	8	40			5	25	3	15		
B.S. Degree	7	35	2	10	5	25				
Other	1	5			1	5				
Totals	20	100%	2	10%	14	70%	4	20%		

Note: Percentages based on total number of responses.

Table 62

SCHOOL II

Estimated Abilities (from H. S. Card of Intent) of Graduates Who Completed Programs

5 Years after Graduation

Degrees Received	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Below Average No.	Below Average %	Average No.	Average %
A.A. Degree	18	46			6	15	11	28	1	3
B.A. Degree	16	41	1	3	14	35	1	3		
B.S. Degree	5	13			4	10	1	3		
Totals	39	100%	1	3%	24	60%	13	34%	1	3%

Note: Percentages based on total number of responses.

SCHOOL III

Estimated Abilities (from H. S. Card of Intent) of Graduates Who Completed Programs

5 Years after Graduation

Degrees Received	Total No.	Total %	Superior No.	Superior %	Above Average No.	Above Average %	Below Average No.	Below Average %	Average No.	Average %
A.A. Degree	8	34			4	16	4	16		
Apprentice	2	8					2	8		
B.A. Degree	8	34			8	34				
B.S. Degree	1	4					1	4		
Other	1	4			1	4				
Special Certificate	4	16			1	4	3	13		
Totals	24	100%			14	58%	10	41%		

Note: Percentages based on total number of responses.

Table 62

SCHOOL IV

Estimated Abilities (from H. S. Card of Intent) of Graduates Who Completed Programs

5 Years after Graduation

Degrees Received	Total		Superior		Above Average		Below Average		Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
A.A. Degree	40	29	3	2	18	13	19	14		
Apprentice	3	2			2	1	1	1		
B.A. Degree	63	46	15	11	37	27	9	7	2	1
B.S. Degree	21	15	2	1	14	10	4	3	1	1
Other	5	4			3	2	2	1		
Special Certificate	6	4	1	1	3	2	2	1		
Total	138	100%	21	15%	77	55%	37	27%	3	2%

Note: Percentages based on total number of responses.

B. Activities of Graduates

1. Marital Status, Six Months, Three Years and Five Years after High School Graduation

2. Activities One Year, Two Years, Three Years, Four Years and Five Years after High School Graduation

3. Major Activities and High School Grade Point Average, Six Months, Three Years, Four Years, and Five Years after High School Graduation

4. Major Activities and Aptitude Percentile Scores, One Year, Two Years and Five Years after High School Graduation

Table 63

ALL SCHOOLS

Marital Status

6 Months After High School Graduation

Marital Status	All Schools		School I			School II			School III			School IV		
	No.	% of 961 Grads	No.	%	% of 195 Grads.	No.	%	% of 260 Grads.	No.	%	% of 135 Grads.	No.	%	% of 371 Grads.
No Valid Answer	37	4	7		4				29	3	22	1		
Single	791	87	141	15	72	229	25	88	88	9	65	333	37	90
Married	69	7	16	1	8	20	2	8	18	2	13	15	1	4
Divorced/Separated	2					1						1		
Totals	899	100%	164	18%	84%	250	27%	96%	135	14%	100%	350	38%	94%

ALL SCHOOLS

Marital Status

3 Years After High School Graduation

Marital Status	All Schools		School I			School II			School III			School IV		
	No.	% of 961 Grads	No.	%	% of 195 Grads.	No.	%	% of 260 Grads	No.	%	% of 135 Grads.	No.	%	% of 371 Grads.
No Valid Answer	133	16	2		1				51	6	38	80	10	22
Single	454	57	77	9	39	118	14	45	40	5	30	219	27	59
Married	196	24	52	6	27	63	7	24	27	3	20	54	6	14
Divorced/Separated	12	1	2		1	2		8	2		1	6		2
Totals	795	100%	133	16%	68%	183	23%	70%	120	15%	89%	359	45%	97%

Note: Some discrepancies in total percentages are due to
1) Rounding of percentages, and
2) Percentages under 1% which are not included.

Table 63

Marital Status
Five Years After H.S. Graduation

Marital Status	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	165	19	194	15	94.9	17		6.5	37	1	27.4	24	1	6.5
Single	336	39				104	12	40.0	36	4	26.7	196	22	52.8
Married	325	38	1		5.1	129	15	49.6	54	6	40.0	141	16	38.0
Divorced/Sep.	28	3				10	1	3.9	8		5.9	10	1	2.7
Totals	854	100	195	15	100.0	260	28	100.0	135	13	100.0	361	42	100.0

Table

1 Year After Graduation

What Are You Doing Now

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Activity	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	7	.7	4		2.1	3		1.3						
Working F.T.	239	24.9	52	5	26.7	75	8	28.9	52	5	38.8	60	5	16.2
Working P.T.	9	.9	3		1.5	4		1.5				2		.6
Unempl. Want Work	42	4.4	6		3.1	11	1	4.2	19	2	14.1	6		1.6
Unempl. Not Seek.	8	.8				4		1.5	2		1.5	2		.6
School Full Time	372	38.7	49	5	25.1	67	7	25.8	32	3	23.9	224	24	60.5
School P.T.	10	1.0	4		2.1	6		2.3						
School PT. Work P.T.	106	11.0	20	2	10.3	29	3	11.1	12	1	9.0	45	5	12.2
Military Service	54	5.6	16	1	8.2	15	1	5.8	7		5.2	16	1	4.3
Housewife	38	4.0	10	1	5.1	9	1	3.5	10	1	7.5	9	1	2.4
Other	13	1.4	5		2.6	2		.8				6		1.6
No Response	63	6.6	26		13.3	35		13.4	1			1		
Totals	961	100.0	195	18	100.0	260	25	100.0	135	14	100.0	371	41	100.0

Some discrepancies in total percentages under the column "% of All Sch." are due to:
1) Rounding of percentages
2) Percentages under 1% which are not included

2 Years after Graduation

What are You Doing Now?

Reason	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Reason	146	15.2	68		34.9	54		20.8	16		11.9	8		2.1
School F.T. No Wk.	303	31.5	36	4	18.5	55	6	21.2	24	2	17.8	188	23	50.7
School F.T., Wk P.T.	91	9.5	13	1	6.7	23	3	10.8	10	1	7.4	40	4	10.8
Work F.T. School P.T.	38	4.0	8		4.1	18	2	6.9	3		2.2	9	1	2.4
School P.T. No Work	7	.7	3		1.5	1		.4	1		.7	2		.5
Work F.T. No School	204	21.2	26	3	13.3	61	7	23.5	49	6	36.5	68	8	18.3
Work P.T. No School	16	1.7	1		.5	4		1.5	4		3.0	7		1.9
Unempl., Want Work	19	2.0	6		3.1	8		3.1	1		.7	4		1.1
Unempl., Not Seeking	6	.6				1		.4	4		3.0	1		.3
Military Service	64	6.6	15	1	7.7	17	2	6.5	14	1	10.4	18	2	4.9
Housewife	51	5.3	17	2	8.7	11	1	4.1	8		5.9	15	1	4.0
Business For Self	1	.1										1		.3
Other	15	1.6	2		1.0	2		.8	1		.7	10	1	2.7
Totals	961	100.0	195	15	100.0	260	25	100.0	135	14	100.0	371	44	100.0

Years after Graduation

What are you Doing Now?

Activity	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	170	17.7	66		33.9	77		29.7	15		11.1	12		3.2
School F.T. No Wk.	182	18.9	20	2	10.3	29	3	11.1	16	2	11.9	117	14	31.5
School F.T. Wk. P.T.	108	11.2	14	1	7.2	27	3	10.3	6		4.4	61	7	16.4
Work F.T. School P.T	38	4.0	8	1	4.1	9	1	3.5	5		3.7	16	2	4.3
School P.T. No Wk.	4	.4				1		.4				3		.8
Work F.T. No School	181	18.8	25	3	12.8	44	5	16.9	47	5	34.8	65	8	17.5
Work P.T. No School	9	.9	1		.5	2		.8	2		1.5	4		1.1
Unempl. Want Work	10	1.1	1		.5	2		.8	1		.7	6		1.7
Unempl. Not Seeking	7	.7				2		.8	5		3.7			
Military Service	104	10.8	24	3	12.3	25	3	9.6	21	2	15.6	34	4	9.2
Housewife	64	6.7	17	2	8.7	22	2	8.5	5		3.7	20	2	5.4
Business for Self	2	.2	1		.5	1		.4						
Other	17	1.8	2		1.0	4		1.5	1		.7	10	1	2.7
School and Work P.T.	7	.7	3		1.5	1		.4				3		.8
Housewife,Working	47	4.9	11	1	5.4	14	1	5.4	9	1	6.7	13	1	3.5
Housewife,In School	11	1.2	2		1.0				2		1.5	7		1.9
Total	961	100.0	195	16	100.0	260	23	100.0	135	15	100.0	371	45	100.0

Some discrepancies in total percentages under the column "% of All Schools" are due to:
1) Rounding of precentages and 2) Percentages under 1% which are not included.

ALL SCHOOLS

Table64

4 Years After Graduation

What Are You Doing Now

Activity	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Answer	150		58		29.7	69		26.5	13		9.6	10		2.7
School F.T. No Wk.	139	17	11	1	5.6	26	3	10.0	12	1	8.9	90	11	24.3
School F.T. Wk P.T.	102	12	16	1	8.2	20	2	7.7	9	1	6.7	57	7	15.4
Work F.T. School P.T.	62	7	15	1	7.7	17	2	6.5	9	1	6.7	21	2	5.7
Work F.T. No School	153	18	17	2	8.7	40	4	15.4	35	4	25.9	61	7	16.4
Work P.T. No School	7		1		.5	3		1.2				3		.8
Unempl. Want Work	5					1		.4	1		.7	3		.8
Unempl. Not Seeking	9	1				1		.4	3		2.2	5		1.4
Military Service	132	16	31	3	15.9	30	3	11.5	25	3	18.5	46	5	12.4
Housewife	78	9	16	1	8.2	23	2	8.8	11	1	8.2	28	3	7.6
Business For Self	1											1		.3
Other	10	1				3		1.2				7		1.7
School and Work P.T.	10	1	4		2.2	1		.4				5		1.4
Housewife Working	88	10	23	2	11.8	22	2	8.5	17	2	12.6	26	3	7.0
Housewife,In School	15	1	3		1.5	4		1.5				8		2.1
Totals	961		195	17	100.0	260	23	100.0	135	14	100.0	371	44	100.0

Some discrepancies in total percentages under the column "% of All Sch." are due to:
1) Rounding of percentages
2) Percentages under 1% which are not included

ALL SCHOOLS

Table 64

5 Years After Graduation

What Are You Doing Now

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Activity	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
No Valid Response	242	15	194	15		17		6.5	21		15.7	10		2.6
School F.T. No Wk.	88	10				18	2	6.9	8		5.9	62	7	16.6
School F.T. Wk. P.T.	69	8				21	2	8.1	4		2.9	44	5	11.9
School P.T. Wk. P.T.	63	7				30	3	11.5	7		5.2	26	3	7.0
School P.T. No Work	1					1		.4						
Work F.T. No School	209	24	1			71	8	27.3	42	4	31.1	95	11	25.6
Work P.T. No School	8					2		.7				6		1.6
Unemployed, Want Wk.	6					2		.7	1		.7	3		.8
Unempl. Not Seeking	5					1		.4				4		1.1
Salesman/Saleswoman	79	9				27	3	10.3	17	1	12.6	35	4	9.4
Secretary	81	9				32	3	12.3	15	1	11.1	34	3	9.2
Stenographer	5					1		.4				4		1.1
Baker	8					3		1.5				5		1.6
Barber	6					1		.4	1		.7	4		1.1
Beautician	82	9				31	3	11.9	19	2	14.1	32	3	8.6
Butcher	9	1				2		.7				7		1.3
Totals	961	100%	195	15		260	28	100.0	135	13	100.0	371	42	100.0

Some Discrepancies in total percentages under the column "% of All Sch." are due to:
1) Rounding of percentages
2) Percentages under 1% which are not included

Table 65

ALL SCHOOLS

H.S. GPA and Activities of Graduates

6 Months After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	104	10	1		23	2	41	4	21	2	11	1	5		2	
Working Full Time	172	17	2		31	3	62	6	45	4	27	2	5			
Working Part Time	22	2			7		8		6				1			
Unempl. Want Work	36	3	2		7		21	2	3		1		2			
Unempl. Not Seeking	7				1		2		3		1					
School Full Time	389	40			23	2	86	8	103	10	99	10	53	5	25	
School Part Time	12	1	1		1		4		3				1		2	
School & Work P.T.	135	14			10	1	43	4	35	3	40	4	4		3	
Military Service	47	4			19	1	16	1	10	1	1				1	
Housewife	29	3			3		11	1	10	1	3		2			
Business For Self	1				1											
Other	7						5		2							
Totals	961	100	6		126	13	299	31	241	25	183	19	73	7	33	

3 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	175	17	3		29	3	76	7	47	4	14	1	4		3	
School FT. No Work	180	18			6		28	2	42	4	57	5	31	3	15	1
School F.T. Work P.T.	106	11			8		17	1	24	2	30	3	17	1	10	1
School P.T. Work P.T.	7				1		4		2							
Work F.T. School P.T.	38	3			5		14	1	10	1	9					
School P.T. No Work	4				2				2							
Work F.T. No School	182	18	1		25	2	76	7	44	4	28	2	7		1	
Work P.T. No School	9				5		2		2							
Unempl. Want Work	10	1			4		2		1		2		1			
Unempl. Not Seeking	7				3		3				1					
Military Service	104	10	2		28	2	36	3	30	3	6		2			
Housewife	64	6			3		22	2	16	1	19	1	3		1	
Housewife Working	47	4			6		13	1	16	1	10	1	2			
Housewife In School	11	1					2		1		2		4		2	
Other	17	1			1		4		5		5		2			
Totals	961	100	6		126	13	299	31	241	25	183	19	73	7	32	3

Table 65

ALL SCHOOLS

H.S. GPA and Activities of Graduates

4 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 -4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	152	15	2		32	3	65	6	32	3	11	1	8		2	
School F.T. No Work	139	14	1		7		17	1	31	3	46	4	25	2	12	1
School F.T. Work P.T.	102	10			2		9		22	2	39	4	18	1	12	1
School P.T. Work P.T.	10	1			2		2		3						3	
Work F.T. School P.T.	62	6			9		25	2	17	1	11	1				
Work F.T. No School	154	15	1		25	2	67	6	37	3	19	1	5			
Work P.T. No School	7				1		2		1		3					
Unempl. Want Work	5				3		1				1					
Unempl. Not Seeking	9				3		3		1		1				1	
Military Service	132	13	2		29	3	52	5	35	3	10	1	4			
Housewife	78	8			4		27	2	24	2	20	2	2		1	
Housewife Working	86	8			9		26	2	27	2	18	1	6			
Housewife School	15	1					2		5		3		3		2	
Other	10	1					1		6		1		2			
Totals	961	100	6		126	13	299	31	241	25	183	19	73	7	33	3

5 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	242	25	1		30	3	83	8	66	6	42	4	14	1	6	
School F.T. No Work	88	9			2		13	1	10	1	27	2	23	2	13	1
School F.T. Work P.T.	69	7			4		14	1	20	2	20	2	8		3	
School P.T. Work P.T.	6						1		2		2				1	
School P.T. No Work	1						1									
Work F.T. School P.T.	63	6	1		15	1	21	2	15	1	9		1		1	
Work F.T. No School	214	21	3		37	3	77	7	51	5	31	3	13	1	2	
Work P.T. No School	8				3		1		3						1	
Unempl. Want Work	6				1		4						1			
Unempl. Not Seeking	5						3								2	
Military	79	8	1		16	1	31	3	22	2	5		3		1	
Housewife	81	8			8		27	2	24	2	19	1	2		1	
Housewife Working	82	8			8		22	2	21	2	24	2	7			
Housewife School	9						1		4		2				2	
Other	8				2				3		2		1			
Total	961	100	6		126	13	299	31	241	25	183	19	73	7	33	3

Table 65

SCHOOL I

6 Months After Graduation

H.S. GPA and Activities of Graduates

Activity	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
No Valid Answer	43	22			9	4	16	8	12	6	2	1	3	1	1	
Working Full Time	33	16			5	2	10	5	8	4	9	4	1			
Working Part Time	5	2			2	1	2	1	1							
Unempl. Want Work	7	3	1		1		2	1	2	1	1					
Unempl. Not Seeking	1						1									
School Full Time	62	31			2	1	16	8	17	8	18	9	7	3	2	1
School Part Time	2	1							1						1	
School & Work P.T.	22	11			1		5	2	7	3	7	3			2	1
Military Service	11	5			2	1	5	2	4	2						
Housewife	9	4					2	1	4	2	1		2	1		
Totals	195	100	1		22	11	59	30	56	28	38	19	13	6	6	3

3 Years After Graduation

Activity	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
No Valid Answer	71	35	1		9	4	26	13	22	11	8	4	1		1	
School F.T. No Work	18	9					3	1	5	2	4	2	4	2	2	1
School F.T. Work P.T.	12	6					3	1	3	1	3	1	1		2	1
School P.T. Work P.T.	3	1			1		1		1							
Work F.T. School P.T.	8	4			1		4	2	1		2	1				
Work F.T. No School	25	12			3	1	6	2	4	2	10	5	2	1		
Work P.T. No School	1				1											
Unemployed Want Work	1										1					
Military Service	24	12			3	1	8	4	9	4	3	1	1			
Housewife	17	8			1		4	2	3	1	5	2	3	1	1	
Housewife Working	11	5			2	1	3	1	5	2	1					
Housewife School	2	1					1						1			
Other	2	1			1						1					
Totals	195	100	1		22	11	59	30	56	28	38	19	13	6	6	3

Table 65

SCHOOL I

4 Years After Graduation

H.S. GPA and Activities of Graduates

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	60	30	1		8	4	24	11	18	9	5	2	3	1	1	
School F.T. No Wk.	11	5			1		1		4	2	3	1	1		1	
School F.T. Work P.T.	16	8			1		1		5	2	5	2	2	1	2	1
School P.T. Work P.T.	4	2			1		1		1						1	
Work F.T. School P.T.	15	7			2	1	7	3	3	1	3	1				
Work F.T. No School	17	8			4	2	4	2	4	2	3	1	2	1		
Work P.T. No School	1										1					
Military Service	31	15			3	1	13	6	10	5	4	2	1			
Housewife	16	8					3	1	4	2	7	3	1		1	
Housewife Working	21	10			2	1	5	2	6	3	7	3	1			
Housewife School	3	1							1				2	1		
Totals	195	100	1	—	22	11	59	30	56	28	38	19	13	6	6	3

5 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	194	99	1		22	11	59	30	55	28	38	19	13	6	6	3
Work F.T. No School	1								1							
Totals	195	100	1	—	22	11	59	30	56	28	38	19	13	6	6	3

Table 65

SCHOOL II

H.S. GPA and Activities of Graduates

6 Months After Graduation

Activity	Total		Below 1.0		1.0 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	10	3			3	1	5	1	1		1					
Working Full Time	68	26	2		15	5	23	8	16	6	9	3	3	1		
Working Part Time	6	2			2		2		2							
Unempl., Want Work	13	5			2		9	3					2			
Unempl., Not Seek.	4	1					1		2		1					
School Full Time	80	30			5	1	24	9	22	8	17	6	8	3	4	1
School Part Time	6	2	1		1		2		1						1	
School & Work P.T.	41	15					18	6	6	2	15	5	2			
Military Service	19	7			9	3	6	2	2		1				1	
Housewife	11	4			3	1	5	1	3	1						
Other	2						1		1							
Totals	260	100	3	1	40	15	96	36	56	21	44	16	15	5	6	2

3 Years After Graduation

Activity	Total		Below 1.0		1.0 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	77	29	2		14	5	37	14	15	5	5	1	3	1	1	
School F.T. No Wk.	29	11					9	3	6	2	7	2	4	1	3	1
School F.T. Wk. P.T.	27	10			1		5	1	7	2	8	3	4	1	2	
School P.T. Work P.T.	1						1									
School P.T. No Work	1				1											
Work F.T. School P.T.	9	3			1		2		4	1	2					
Work F.T. No School	45	16	1		4	1	20	7	10	3	8	3	2			
Work P.T. No School	2				2											
Unempl. Want Work	2				2											
Unempl. Not Seeking	2				2											
Military Service	25	9			9	3	10	3	4	1	1		1			
Housewife	22	8			2		9	3	5	1	6	2				
Housewife Working	14	5			2		3	1	4	1	4	1	1			
Other	4	1							1		3	1				
Totals	260	100	3	1	40	15	96	36	56	21	44	16	15	5	6	2

Table 65

H.S. GPA and Activities of Graduates
SCHOOL II

4 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	69	26	1		18	6	30	11	9	3	6	2	4	1	1	
School F.T. No Wk.	26	10	1				8	3	5	1	7	2	5	1		
School F.T. Work P.T.	20	7					3	1	5	1	7	2	2		3	1
School P.T. Work P.T.	1														1	
Work F.T. School P.T.	17	6			3	1	5	1	6	2	3	1				
Work F.T. No School	40	15	1		5	1	18	6	9	3	7	2				
Work P.T. No School	3	1			1		1				1					
Unempl. Want Work	1				1											
Unempl. Not Seeking	1				1											
Military Service	30	11			6	2	16	6	6	2	1		1			
Housewife	23	8			2		8	3	7	2	6	2				
Housewife Working	22	8			3	1	6	2	6	2	4	1	3	1		
Housewife School	4	1							1		2				1	
Other	3	1					1		2							
Totals	260	100	3	1	40	15	96	36	56	21	44	16	15	5	6	2

5 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	17	6			2		8	3	4	1	2		1			
School F.T. No Work	18	6					7	2	2		3	1	3	1	3	1
School F.T. Work P.T.	21	8			1		6	2	6	2	6	2	1		1	
School P.T. No Work	1						1									
School P.T. Work P.T.	1														1	
Work F.T. School P.T.	30	11			8	3	11	4	7	2	3	1			1	
Work F.T. No School	72	27	2		14	5	27	10	16	6	10	3	3	1		
Work P.T. No School	2				1				1							
Unempl. Want Work	2				1		1									
Unempl. Not Seeking	1						1									
Military Service	27	10	1		4	1	13	5	6	2	2		1			
Housewife	32	12			5	1	13	5	7	2	7	2				
Housewife Working	31	11			3	1	8	3	5	1	10	3	5	1		
Housewife School	2								2							
Other	3	1			1						1		1			
Totals	260	100	3	1	40	15	96	36	56	21	44	16	15	5	6	2

Table 65

SCHOOL III

H.S. GPA and Activities of Graduates

Months After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	29	21	1		7	5	11	8	6	4	3	2	1			
Working Full Time	29	21			1		8	5	14	10	6	4				
Working Part Time	4	2					2	1	2	1						
Unempl. Want Work	10	7			3	2	6	4	1							
School Full Time	33	24			1		7	5	12	8	6	4	2	1	5	3
School & Work P.T.	19	14					2	1	8	5	7	5	1		1	
Military Service	4	2					2	1	2	1						
Housewife	6	4					2	1	3	2	1					
Other	1								1							
Totals	135	100	1		12	8	40	29	49	36	23	17	4	2	6	4

3 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	15	11			3	2	6	4	4	2	1				1	
School F.T. No Wk.	16	11					1		7	5	3	2	2	1	3	2
School F.T. Wk. P.T.	6	4					1		1		3	2			1	
Work F.T. School P.T.	5	3					2	1	1		2	1				
Work F.T. No School	47	34			5	3	17	12	19	14	4	2	1		1	
Work P.T. No School	2	1			1		1									
Unempl. Want Work	1						1									
Unempl. Not Seeking	5	3			1		3	2			1					
Military Service	21	15	1		2	1	6	4	10	7	2	1				
Housewife	5	3							1		4	2				
Housewife Working	9	6					2	1	4	2	3	2				
Housewife School	2	1							1				1			
Other	1								1							
Totals	135	100	1		12	8	40	29	49	36	23	17	4	2	6	4

Table 65

SCHOOL III

H.S. GPA and Activities of Graduates

4 Years After Graduation

Activity	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
No Valid Answer	13	9			3	2	7	5	2	1			1			
School F.T. No Wk.	12	8					1		5	3	2	1			4	2
School F.T. Wk. P.T.	9	6							2	1	4	2	1		2	1
Work F.T. School P.T.	9	6					3	2	3	2	3	2				
Work F.T. No School	35	25			5	3	15	11	13	9	2	1				
Unempl. Want Work	1						1									
Unempl. Not Seeking	3	2			1		1				1					
Military Service	25	18	1		2	1	5	3	12	8	4	2	1			
Housewife	11	8					2	1	5	3	4	2				
Housewife Working	17	12			1		5	3	7	5	3	2	1			
Totals	135	100	1	—	12	8	40	29	49	36	23	17	4	2	6	4

5 Years After Graduation

Activity	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
No Valid Answer	21	15			2	1	12	8	5	3	2	1				
School F.T. No Wk.	8	5							2	1	2	1	2	1	2	1
School F.T. Wk. P.T.	4	2					1		2	1					1	
School P.T. Work P.T.	1										1					
Work F.T. School P.T.	7	5					3	2	2	1	2	1				
Work F.T. No School	42	31	1		5	3	12	8	19	14	4	2			1	
Unempl. Want Work	1						1									
Military Service	17	12			2	1	4	2	7	5	2	1	1		1	
Housewife	15	11			1		2	1	6	4	5	3			1	
Housewife Working	19	14			2	1	5	3	6	4	5	3	1			
Totals	135	100	1	—	12	8	40	29	49	36	23	17	4	2	6	4

Table 65

SCHOOL IV

H.S. GPA and Activities of Graduates

6 Months After Graduation

Activity	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
No Valid Answer	22	5			4	1	9	2	2		5	1	1			
School Full Time	214	57			15	4	39	10	52	14	58	15	36	9	13	3
School Part Time	4	1					2		1				1			
School & Work P.T.	53	14			9	2	18	4	14	3	11	2	1			
Working Full Time	43	11			10	2	21	5	7	1	3		1			
Working Part Time	7	1			4	1	2		1				1			
Unempl. Want Work	6	1	1		1		4	1								
Unempl. Not Seeking	2				1				1							
Military Service	13	3			8	2	3		2							
Housewife	3						2				1					
Other	4	1					4	1								
Totals	371	100	1	—	52	14	104	28	80	21	78	21	41	11	14	3

3 Years After Graduation

Activity	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
No Valid Answer	12	3			3		7	1	2							
School F.T. No Work	117	31			6	1	15	4	24	6	43	11	21	5	7	1
School F.T. Work P.T.	61	16			7	1	8	2	13	3	16	4	12	3	5	1
School P.T. Work P.T.	3						2		1							
School P.T. No Work	3				1				2							
Work F.T. School P.T.	16	4			3		6	1	4	1	3					
Work F.T. No School	65	17			13	3	33	8	11	2	6	1	2			
Work P.T. No School	4	1			1		1		2							
Unempl. Want Work	6	1			2		1		1		1		1			
Military Service	34	9	1		14	3	12	3	7	1						
Housewife	20	5					9	2	7	1	4	1				
Housewife Working	13	3			2		5	1	3		2		1			
Housewife School	7	1					1				2		2		2	
Other	10	2					4	1	3		1		2			
Totals	371	100	1	—	52	14	104	28	80	21	78	21	41	11	14	3

Table 65

SCHOOL IV

H.S. GPA and Activities of Graduates

4 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.5 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	10	2			3		4	1	3							
School F.T. No Wk.	90	24			6	1	7	1	17	4	34	9	19	5	7	1
School F.T. Work P.T.	57	15			1		5	1	10	2	23	6	13	3	5	1
School P.T. Work P.T.	5	1			1		1		2						1	
Work F.T. School P.T.	21	5			4	1	10	2	5	1	2					
Work F.T, No School	62	16			11	2	30	8	11	2	7	1	3			
Work P.T. No School	3						1		1		1					
Unempl. Want Work	3				2						1					
Unempl. Not Seeking	5	1			1		2		1						1	
Military Service	46	12	1		18	4	18	4	7	1	1		1			
Housewife	28	7			2		14	3	8	2	3		1			
Housewife Working	26	7			3		10	2	8	2	4	1	1			
Housewife School	8	2					2		3		1		1		1	
Other	7	1							4	1	1		2			
Totals	371	100	1		52	14	104	28	80	21	78	21	41	11	15	3

5 Years After Graduation

Activity	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.5 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	10	2			4	1	4	1	2							
School F.T. No Work	62	16			2		6	1	6	1	22	5	18	4	8	1
School F.T. Work P.T.	44	11			3		7	1	12	3	14	3	7	1	1	
School P.T. Work P.T.	4	1					1		2		1					
Work F.T. School P.T.	26	7	1		7	1	7	1	6	1	4	1	1			
Work F.T. No School	99	26			18	4	38	9	15	3	17	4	10	2	1	
Work P.T. No School	6	1			2		1		2						1	
Unempl. Want Work	3						2						1			
Unempl. Not Seeking	4	1					2								2	
Military Service	35	9			10	2	14	3	9	2	1		1			
Housewife	34	9			2		12	3	11	2	7	1	2			
Housewife Working	32	8			3		9	2	10	2	9	2	1			
Housewife School	7	1					1		2		2				2	
Other	5	1			1				3		1					
Totals	371	100	1		52	14	104	28	80	21	78	21	41	11	15	3

Table 66

ALL SCHOOLS

Major Activities and Aptitude Percentile Scores

1 Year after Graduation

Activity	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	86	8	16	1	6		7		7		6		6		4		6		9		19	1
Sch. F.T. No Wk.	356	37	31	3	20	2	26	2	18	1	19	1	23	2	26	2	40	4	52	5	101	10
Sch. P.T. No Wk.	12	1	3				2						1				1		4		1	
Sch. & Wk. P.T.	126	13	15	1	11	1	14	1	12	1	7		12	1	6		12	1	12	1	25	2
Wk. F.T. No Sch.	159	16	26	2	9		13	1	11	1	12	1	17	1	3		13	1	24	2	31	3
Wk. P.T. No Sch.	18	1	1		1		1		3		3		2				1		1		5	
Unempl. Want Wk.	32	3	11	1	7		2		3		1		2		2				1		3	
Unempl. Not Seek.	6												1				2		1		2	
Military Service	39	4	7		4		6		1		4		3		5		1		5		3	
Housewife	25	2	4				1		2		2		2		2		3		2		7	
Business For Self	1						1															
Other	7				2				1						1		1				2	
Totals	867	90	114	11	60	6	73	7	58	6	54	5	69	7	49	5	80	8	111	11	199	20
No Response	94																					

Table 66

ALL SCHOOLS

Major Activity

2 Years After Graduation

Activity	Total No.	Total %	00-09 No.	00-09 %	10-19 No.	10-19 %	20-29 No.	20-29 %	30-39 No.	30-39 %	40-49 No.	40-49 %	50-59 No.	50-59 %	60-69 No.	60-69 %	70-79 No.	70-79 %	80-89 No.	80-89 %	90-99 No.	90-99 %
No Valid Answer	125	13	21	2	12	1	11	1	5		12	1	14	1	1		11	1	14	1	24	2
Sch. F.T. No Wk.	279	29	21	2	13	1	20	2	14	1	13	1	25	2	20	2	33	3	40	4	80	8
Sch. F.T. Wk. P.T.	86	8	6		5		7		2		5		4		6		5		13	1	33	3
Sch. P.T. No Work	6												1				2		1		2	
Wk. F.T. Sch. P.T.	35	3	7		2		4		3		2		1		2		1		2		11	1
Wk. F.T. No Sch.	186	19	38	3	18	1	16	1	18	1	11	1	14	1	6		13	1	24	2	28	2
Wk. P.T. No Sch.	14	1	1						2				1		2		4		2		2	
Unempl. Want Wk.	18	1	2		3						1		2		2		1		4		3	
Unempl. Not Seek.	5		2												1				1		1	
Military Service	55	5	11	1	3		7		8		3		4		6		4		5		4	
Housewife	45	4	4		3		5		5		5		2		3		5		4		9	
Other	13	1	1		1		3		1		2		1				1		1		2	
Totals	867	90	114	11	60	6	73	7	58	6	54	5	69	7	49	5	80	8	111	11	199	20
No Response	94																					

Table 66

ALL SCHOOLS

5 Years after Graduation

Major Activities and Aptitude Percentile Scores

Activity	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	98	10	9		10	1	11	1	13	1	10	1	14	1	3		7		10	1	11	1
Sch. F.T. No Wk.	88	9	7		5		8		2		4		5		4		6		15	1	32	3
Sch. F.T. Wk P.T.	72	7	4		7		8		2		4		6		5		7		8		21	2
Sch. & Wk. P.T.	10	1					1				1		1				4		2		1	
Sch. P.T. No Wk.	1																		1			
Wk. F.T. Sch. P.T.	66	6	15	1	1		5		1		5		7		4		2		11	1	15	1
Wk. F.T. No Sch.	218	22	48	4	11	1	13	1	17	1	9		17	1	16	1	19	1	25	2	43	4
Wk. P.T. No Sch.	9						2		1		2				1		1		1		1	
Unempl. Want Wk.	8		2								1				2		1				2	
Unempl. Not Seek.	3						1														2	
Military Serv.	87	9	6		8		5		11	1	6		4		5		10	1	14	1	18	1
Housewife	96	9	8		9		8		5		5		10	1	2		12	1	12	1	25	2
Housewife Wk.	89	9	14	1	9		7		5		7		3		5		9		12	1	18	1
Housewife in Sch.	10	1					1						1		1		2				5	
Business For Self	4						1								1						2	
Other	8	1					2		1				1								3	
Totals	867	90	114	11	60	6	73	7	58	6	54	5	69	7	49	5	80	8	111	11	199	20
No Response	94																					

Table 66

SCHOOL I

1 Year After Graduation

Major Activities and Aptitude Percentile Scores

Activity	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	35	17	1		3	1	5	2	3	1	4	2	3	1	1		2	1	6	3	7	3
Sch. F.T. No Wk.	45	23					1		1		6	3	5	2	1		8	4	8	4	15	7
Sch. P.T. No Wk.	2	1											1						1			
Sch. & Wk. P.T.	19	9			1		2	1	2	1	2	1	3	1	1		3	1	2	1	3	1
Wk. F.T. No Sch.	29	14			1		3	1	3	1	7	3	7	3			4	2	2	1	2	1
Wk. P.T. No Sch.	4	2			1		1				1		1									
Unempl. Want Wk.	7	3			2	1			2	1			2	1	1							
Unempl. Not Seek.	1												1									
Military Service	10	5			1		1				2	1	2	1	1				2	1	1	
Housewife	8	4									1		1		1		1		1		3	1
Totals	160	82	1		9	4	13	6	11	5	23	11	26	13	6	3	18	9	22	11	31	15
No Response	35																					

SCHOOL II

Activity	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	8	3	1		1												1				5	1
Sch. F.T. No Wk.	76	29	19	7	14	5	12	4	4	1							1		6	2	20	7
Sch. P.T. No Wk.	6	2	2				1												2		1	
Sch. & Wk. P.T.	38	14	11	4	7	2	6	2											5	1	9	3
Wk. F.T. No Sch.	61	23	19	7	4	1											3	1	10	3	25	9
Wk. P.T. No Sch.	5	1															1				4	1
Unempl. Want Wk.	11	4	4	1	4	1															3	1
Unempl. Not Seek.	3	1																	1		2	
Military Service	14	5	6	2	2		2												2		2	
Housewife	9	3	3	1													1		1		4	1
Other	2																				2	
Totals	233	89	65	25	32	12	21	8	4	1							7	2	27	10	77	29
No Response	27																					

Table 66

SCHOOL III

Major Activities and Aptitude Percentile Scores

1 Year After Graduation

Activity	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	25	18	13	9	2	1	1		4	2			1		2	1					2	1
Sch. F.T. No Wk.	32	23	4	2	4	2	3	2	3	2	1		1		3	2	6	4	4	2	3	2
Sch. & Wk. P.T.	19	14	3	2	2	1	1		3	2			2	1	1		3	2			4	2
Wk. F.T. No Sch.	28	20	5	3	3	2	5	3	2	1	2	1	5	3	2	1	4	2				
Wk. P.T. No Sch.	3	2							2	1	1											
Unempl. Want Work	9	6	5	3	1		1		1										1			
Military Service	4	2	1				2	1									1					
Housewife	6	4	1				1		2	1			1				1					
Other	1				1																	
Totals	127	94	32	23	13	9	14	10	17	12	4	2	10	7	8	5	15	11	5	3	9	6
No Response	8																					

SCHOOL IV

Activity	Total		00-09		10-19		20-29		30-39		40-49		50-59		60-69		70-79		80-89		90-99	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	18	4	1				1				2		2		1		3		3		5	1
Sch. F.T. No Wk.	203	54	8	2	2		10	2	10	2	12	3	17	4	22	5	25	6	34	9	63	16
Sch. P.T. No Wk.	4	1	1				1										1		1			
School & Wk. P.T.	50	13	1		1		5	1	7	1	5	1	7	1	4	1	6	1	5	1	9	2
Wk. F.T. No Sch.	41	11	2		1		5	1	6	1	3		5	1	1		2		12	3	4	1
Wk. P.T. No Sch.	6	1	1						1		1		1						1		1	
Unempl. Want Wk.	5	1	2				1				1				1							
Unempl. Not Seek.	2																2					
Military Service	11	2			1		1		1		2		1		4	1			1			
Housewife	2										1				1							
Business for Self	1						1															
Other	4	1			1				1						1		1					
Totals	347	93	16	4	6	1	25	6	26	7	27	7	33	8	35	9	40	10	57	15	82	22
No Response	24																					

Table 66

SCHOOL I

Major Activities and Aptitude Percentile Scores

5 Years after Graduation

Activity	Total No.	Total %	00-09 No.	00-09 %	10-19 No.	10-19 %	20-29 No.	20-29 %	30-39 No.	30-39 %	40-49 No.	40-49 %	50-59 No.	50-59 %	60-69 No.	60-69 %	70-79 No.	70-79 %	80-89 No.	80-89 %	90-99 No.	90-99 %
No Valid Answer	60	30			5	2	7	3	4	2	9	4	14	7	2	1	5	2	7	3	7	3
Sch. F.T. No Wk.	4	2									1										3	1
Sch. F.T. Wk. P.T.	8	4			1								1				2	1	1		3	1
Sch. & Wk. P.T.	4	2															2	1	1		1	
Wk. F.T. Sch. P.T.	6	3					1				2	1	2	1					1			
Wk. F.T. No Sch.	25	12							4	2	4	2	4	2	1		2	1	5	2	5	2
Wk. P.T. No Sch.	2	1					1				1											
Unempl. Want Wk.	2	1									1										1	
Military Service	11	5					1						2	1	1				3	1	4	2
Housewife	21	10			3	1	3	1	2	1	3	1	3	1			4	2	1		2	1
Housewife Wk.	15	7	1						1		2	1			2	1	2	1	3	1	4	2
Housewife Sch.	1																1					
Other	1																				1	
Totals	160	82	1		9	4	13	6	11	5	23	11	26	13	6	3	18	9	22	11	31	15
No Response	35																					

SCHOOL II

5 Years after Graduation

Activity	Total No.	Total %	00-09 No.	00-09 %	10-19 No.	10-19 %	20-29 No.	20-29 %	30-39 No.	30-39 %	40-49 No.	40-49 %	50-59 No.	50-59 %	60-69 No.	60-69 %	70-79 No.	70-79 %	80-89 No.	80-89 %	90-99 No.	90-99 %
No Valid Answer	11	4	5	1	1												1		2		2	
Sch. F.T. No Wk.	17	6	5	1	4	1	5	1	1												2	
Sch. F.T. Work P.T.	20	7	4	1	5	1	5	1	1										2		3	1
Sch. & Wk. P.T.	1						1															
Sch. P.T. No Wk.	1																		1			
Wk. F.T. Sch. P.T.	28	10	10	3	1		2												4	1	11	4
Wk. F.T. No Sch.	65	25	22	8	7	2	3	1									3	1	10	3	20	7
Wk. P.T. No Sch.	1																1					
Unempl. Want Work	2		2																			
Unempl. Not Seek.	1						1															
Military Service	24	9	3	1	5	1	1		1								1		4	1	9	3
Housewife	30	11	5	1	3	1											1		2		19	7
Housewife, Wk.	26	10	8	3	6	2	2												2		8	3
Housewife, Sch.	2						1														1	
Business For Self	1																				1	
Other	3	1	1						1												1	
Totals	233	89	65	25	32	12	21	8	4	1							7	2	27	10	77	29
No Response	27																					

Table 66

SCHOOL III

Major Activities and Aptitude Percentile Scores

5 Years after Graduation

Activity	Total No.	Total %	00-09 No.	00-09 %	10-19 No.	10-19 %	20-29 No.	20-29 %	30-39 No.	30-39 %	40-49 No.	40-49 %	50-59 No.	50-59 %	60-69 No.	60-69 %	70-79 No.	70-79 %	80-89 No.	80-89 %	90-99 No.	90-99 %
No Valid Answer	18	13	4	2	3	2	4	2	5	3					1				1			
Sch. F.T. No Wk.	8	5	1		1		2	1	1								1		1		1	
Sch. & Wk. P.T.	1																1					
Wk. F.T. Sch. P.T.	7	5	1				1		1				2	1	1				1			
Wk. F.T. No Sch.	40	29	17	12	3	2	4	2	3	2	1		3	2	3	2	4	2			2	1
Unempl. Want Work	1														1							
Military Service	17	12	2	1	2	1	1		4	2					1		4	2	1		2	1
Housewife	14	10	2	1	2	1			1				4	2	1		3	2			1	
Housewife Wkg.	17	12	5	3	2	1	2	1	2	1	2	1	1				1				2	1
Totals	127	94	32	23	13	9	14	10	17	12	4	2	10	7	8	5	15	11	5	3	9	6
No Response	8																					

SCHOOL IV

5 Years after Graduation

Activity	Total No.	Total %	00-09 No.	00-09 %	10-19 No.	10-19 %	20-29 No.	20-29 %	30-39 No.	30-39 %	40-49 No.	40-49 %	50-59 No.	50-59 %	60-69 No.	60-69 %	70-79 No.	70-79 %	80-89 No.	80-89 %	90-99 No.	90-99 %
No Valid Answer	9	2			1				4	1	1						1				2	
Sch. F.T. No Wk.	59	15	1				1				3		5	1	4	1	5	1	14	3	26	7
Sch. F.T. Work P.T.	40	10			1		3		1		3		5	1	5	1	4	1	4	1	14	3
Sch. & Wk. P.T.	4	1									1		1				1		1			
Wk. F.T. Sch. P.T.	25	6	4	1			1				3		3		3		2		5	1	4	1
Wk. F.T. No Sch.	88	23	9	2	1		6	1	10	2	4	1	10	2	12	3	10	2	10	2	16	4
Wk. P.T. No Sch.	6	1					1		1		1				1				1		1	
Unempl. Want Wk.	3														1		1				1	
Unempl. Not Seek.	2																				2	
Military Service	35	9	1		1		2		6	1	6	1	2		3		5	1	6	1	3	
Housewife	31	8	1		1		5	1	2		2		3		1		4	1	9	2	3	
Housewife Wkg.	31	8			1		3		2		3		2		3		6	1	7	1	4	1
Housewife Sch.	7	1											1		1		1				4	1
Business for Self	3						1								1						1	
Other	4	1					2						1								1	
Totals	347	93	16	4	6	1	25	6	26	7	27	7	33	8	35	9	40	10	57	15	82	22
No Response	24																					

C. Graduates at Work

1. Type of Job, One through Five Years after High School
    a. Area: Location of Job
    b. Occupational Group
    c. Job Classification
2. High School G.P.A. of Graduates at Work according to Job Classification- Five Years after High School
3. Who Helped You Find a Job - Six Months after High School
4. Further Training Received by Graduates at Work - Five Years after High School
5. Average Weekly Income of Those at Work

Table 67

ALL SCHOOLS

Type of Job Doing Now - Area

1 Year after Graduation

Area	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
South Bay Area	85	56	No information Available		59	79	18	47	8	20
South Bay Peninsula	49	33			4	5	18	47	27	68
North Peninsula Bay Area	8	5			2	3	2	6	4	10
Sacramento-San Joaquin Valley	1				1	1				
Southern California	5	3			4	5			1	2
Out of State	5	3			5	7				
Totals	153	100%			75	100%	38	100%	40	100%

Note: Some totals include graduates who were going to school and working part or full time. Percentages are based on number of graduates in each school who responded to the question.

153 = 16% of total graduates
75 = 29% of School II 1963 graduates
38 = 28% of School III " "
40 = 11% of School IV " "

Table 67

ALL SCHOOLS

Type of Job Doing Now - Area

2 Years after Graduat

Area	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
Monterey Bay Area	6	2			6	5				
South Bay Area	138	49	2	6	90	79	33	60	13	16
South Bay Peninsula	75	27	1	3	8	7	18	33	48	60
East Bay Area	32	11	28	85	3	3			1	1
North Peninsula - North Bay	16	6					3	5	13	16
Sacramento-San Joaquin Valley	3	1	1	3	1	1	1	2		
Northern California	1	-							1	1
Southern California	2	1	1	3					1	1
Out of State	9	3			6	5			3	4
Totals	282	100%	33	100%	114	100%	55	100%	80	99%

Note: Some totals include graduates who were going to school and working part or full time. Percentages are based on number of graduates in each school who responded to the question.

282 = 29% of the total graduates, all schools
33 = 17% of School I, 1963 graduates
114 = 44% of School II, 1963 graduates
55 = 40% of School III, 1963 graduates
80 = 22% of School IV, 1963 graduates

4

Table 67

ALL SCHOOLS

Type of Job Doing Now - Area

3 Years after Graduation

Area	All Schools		School I		School II		School III		School IV	
	No.	%	No.	%	No.	%	No.	%	No.	%
South Bay Area	161	46	5	7	89	78	39	61	28	28
South Bay Peninsula	77	22	11	16	3	3	17	27	46	45
East Bay Area	43	12	40	58			2	3	1	1
North Peninsula - North Bay	18	5	2	3			2	3	14	14
Sacramento - San Joaquin Valley	3	1	1	1	1	1	1	2		
Northern California	5	2	2	3			1	2	2	2
Southern California	6	2	2	3					4	4
Out of State	34	10	6	9	21	18	1	2	6	6
Totals	347	100%	69	100%	114	100%	63	100%	101	100%

Note: Some totals include graduates who were going to school and working part or full time. Percentages are based on number of graduates in each school who responded to the question.

347 = 36% of 1963 graduates
69 = 35% of School I 1963 graduates
114 = 44% of School II 1963 graduates
63 = 47% of School III 1963 graduates
101 = 27% of School IV 1963 graduates

Table 67

ALL SCHOOLS

Type of Job Doing Now - Area

4 Years after Graduation

Area	All Schools		School I		School II		School III		School IV	
	No.	%	No.	%	No.	%	No.	%	No.	%
Monterey Bay Area	1	-			1	1				
South Bay Area	148	45	5	8	79	71	38	66	26	25
South Bay Peninsula	62	19	8	14	1	1	14	24	39	37
East Bay Area	38	11	34	57	1	1	2	3	1	1
North Peninsula - North Bay	20	6	3	5			1	2	16	15
Sacramento - San Joaquin Valley	4	1	3	5	1	1				
Northern California	14	4	2	3			2	3	10	9
Southern California	9	3	2	3	1	1	1	2	5	5
Out of State	37	11	3	5	26	24			8	8
Totals	333	100%	60	100%	110	100%	58	100%	105	100%

Note: Some totals include graduates who were going to school and working part or full time.
Percentages are based on number of graduates in each school who responded to the question.

333 = 35% of total graduates
60 = 31% of School I 1963 graduates
110 = 42% of School II 1963 graduates
58 = 43% of School III 1963 graduates
105 = 28% of School IV 1963 graduates

Table 67

ALL SCHOOLS

Type of Job Doing Now - Area

5 Years after Graduation

Area	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
South Bay Area	192	45	13	18	95	69	42	70	42	27
South Bay Peninsula	84	20	11	15	9	7	12	20	52	34
East Bay Area	35	8	25	35	3	2	2	3	5	3
North Peninsula Bay Area	34	8	4	6	4	3	2	3	24	16
Sacramento-San Joaquin Valley	1	-			1	-				
Northern California	10	3	6	8					4	3
Southern California	16	4	1	1	4	3	1	2	10	6
Out of State	52	12	12	17	22	16	1	2	17	11
Totals	424	100%	72	100%	138	100%	60	100%	154	100%

Note: Some totals include graduates who were going to school and working part or full time.
Percentages are based on number of graduates in each school who responded to the question.

424 = 44% of the total graduates.
72 = 37% of School I, 1963 graduates.
138 = 53% of School II " "
60 = 44% of School III " "
154 = 41% of School IV " "

Table 68

ALL SCHOOLS

Type of Job Doing Now - Occupational Group

1 Year after Graduation

Occupational Group	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
Construction, Trade	3	2	No information Available				1	3	2	5
Electronic Industry	19	13			13	18	5	13	1	2
Finance, Real Estate	13	9			3	4	7	18	3	7
General Merchandise, Supply	21	14					10	26	11	28
Government Service	12	8			10	14			2	5
Manufacturing	15	10			5	7	3	8	7	18
Public Utilities	19	13			12	17	3	8	4	10
Services - Research	47	31			28	39	9	24	10	25
Miscellaneous	1				1	1				
Totals	150	100%			72	100%	38	100%	40	100%

Note: Some totals include graduates who were going to school and working part or full time.
Percentages are based on number of graduates in each school who responded to the question.

Table 68

ALL SCHOOLS

Type of Job Doing Now - Occupational Group

2 Years after Graduation

Occupational Group	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
Agriculture	5	2			3	3	2	4		
Construction, Trade	11	4	1	3	2	2	2	4	6	8
Electronic Industry	30	11	1	3	14	12	9	16	6	8
Extractive Industry	3	1	2	6					1	1
Finance, Real Estate	22	8	2	6	8	7	7	13	5	6
General Merchandise, Supply	61	22	7	21	25	22	11	20	18	23
Government Service	24	9	4	12	10	9	1	2	9	12
Manufacturing	24	9	7	21	8	7	5	9	4	5
Public Utilities	6	2	1	3			1	2	4	5
Transportation	5	2					1	2	4	5
Services - Research	83	29	6	18	43	38	15	27	19	24
Entertainment	1	-							1	1
Miscellaneous	4	1	2	6			1	2	1	1
Totals	279	100%	33	99%	113	100%	55	99%	78	99%

Note: Some totals include graduates who were going to school and working part or full time.
Percentages are based on number of graduates in each school who responded to the question.

Table 68

ALL SCHOOLS

Type of Job Doing Now - Occupational Group

3 Years after Graduation

Occupation Group	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
Agriculture	5	1	2	3	1	1	2	3		
Construction, Trade	8	2	2	3			3	5	3	3
Electronic Industry	44	13	4	6	14	13	15	24	11	12
Extractive Industry	1	1	1	2						
Finance, Real Estate	22	6			7	6	8	13	7	7
General Merchandise, Supply	55	16	13	20	18	16	7	11	17	17
Government Service	37	11	3	5	20	18	2	3	12	12
Manufacturing	37	11	9	13	13	12	8	13	7	7
Public Utilities	11	3	5	8	1	1	2	3	3	3
Transportation	2	1							2	2
Services - Research	113	34	26	40	36	33	14	23	37	37
Miscellaneous	1	1					1	2		
Totals	336	100%	65	100%	110	100%	62	100%	99	100%

Note: Some totals include graduates who were going to school and working part or full time.
Percentages are based on number of graduates in each school who responded to the question.

Table68

ALL SCHOOLS

Type of Jobs Doing Now - Occupational Group

4 Years after Graduation

Occupational Group	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
Agriculture	2	1			1	1	1	2		
Construction, Trade	6	2	2	4					4	4
Electronic Industry	58	18	3	5	24	25	17	30	14	13
Extractive Industry	2	1							2	2
Finance, Real Estate	24	7	1	2	7	7	8	14	8	8
General Merchandise, Supply	35	11	10	18	1	1	5	9	19	18
Government Service	49	15	3	5	32	30	3	5	11	10
Manufacturing	32	10	1	2	14	13	8	14	9	8
Public Utilities	12	3	5	9	1	1	1	2	5	5
Transportation	4	1			1	1			3	3
Services - Research	87	27	31	55	16	15	14	24	26	25
Entertainment	12	3			10	9			2	2
Miscellaneous	2	1							2	2
Totals	325	100%	56	100%	107	100%	57	100%	105	100%

Note: Some totals include graduates who were going to school and working part or full time.
Percentages are based on number of graduates in each school who responded to the question.

Table 68

ALL SCHOOLS

5 Years after Graduation — Type of Job Doing Now - Occupational Group

Occupational Group	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
Agriculture	4	1	1	1	1	1			2	1
Construction, Trade	12	3	2	3			2	6	8	5
Electronic Industry	89	21	3	4	41	29	22	37	23	15
Extractive Industry	4	1	1	1			1	1	2	1
Finance, Real Estate	24	6			5	4	6	10	13	8
General Merchandise, Supply	33	8	3	4	4	3	6	10	20	13
Government Service	45	10	2	3	25	17	4	6	14	9
Manufacturing	41	10	10	15	10	7	7	11	14	9
Public Utilities	22	5	3	4	14	10	1	1	4	3
Transportation	11	2	1	1	2	1	1	1	7	5
Services - Research	129	30	45	64	33	23	10	17	41	27
Entertainment	3	1							3	2
Miscellaneous	10	2			7	5			3	2
Totals	427	100%	71	100%	142	100%	60	100%	154	100%

Note: Some totals include graduates who were going to school and working part or full time. Percentages are based on number of graduates in each school who responded to the question.

Table 69

ALL SCHOOLS

Type of Job Doing Now - Job Classification

Note: Percentages are based on number of graduates at work in each school who responded to the question.

1 Year after Graduation

Job Classification	All Schools		School I		School II		School III		School IV	
	No.	%	No.	%	No.	%	No.	%	No.	%
Business Business Owner, Cashier, Clerk Typist, Insurance Agent, Key Punch Operator, Mail - Office Boy, Girl, Office Clerk, Store- Sales Clerk, Manager, Office Machine Operator, Secretary, Stenographer	38	41	No information Available		1	7	17	45	20	50
General Baby Sitter, Busboy, Bank Teller, Food Service Worker, Gardener, House Cleaner, Hospital Attendant, Kitchen Helper, Light Equipment Operator, Receptionist, PBX Operator, Sservice Station Attendant, Serviceman, Shop Assistant, Telephone Operator, Training Instructor,	30	33			11	79	4	11	15	38
Technical Assembler, Dental Assistant, Electrician, Electronics Technician, Inspector-Tester, Installer, Laboratory Assistant, Laboratory Technician, Machinist, Photographer, Plumber, Printer, Welder	22	24			1	7	16	42	5	12
Other	1	1					1	2		
Invalid Response	1	1			1	7	—	—	—	—
Totals	92	100%			14	100%	38	100%	40	100%

Table 59

ALL SCHOOLS

Note: Percentages are based on number of graduates at work in each school who responded to the question.

Type of Job Doing Now - Job Classification

2 Years after Graduation

Job Classification	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
Business Assistant Office Manager, Bookkeeper, Cashier, Clerk Typist, Key Punch Operator, Office Clerk, Store - Sales Clerk, Manager, Office Machine Operator, Salesman, Saleswoman, Secretary, Stenographer	96	37	2	1	32	27	25	45	37	46
General Bank Teller, Car Wash Attendant, House Cleaner, Kitchen Helper, Laborer - Handyman, Nurses Aide, Shop Assistant, Supply - Stock Clerk, Delivery Man, Driver, Hospital Attendant, Mailman, Rancher, Farmer, Receptionist, PBX Operator, Service Station Attendant, Serviceman, Telephone Operator, Waitress, Waiter	62	24	2	1	30	25	12	22	18	23
Professional Forestry, Game Assistant, Nurse, Recreation	6	2			2	2			4	5
Technical Assembler, Barber, Beautician, Carpenter, Cook or Chef, Dental Assistant, Draftsman, Electronics Technician, Inspector-Tester, Installer, Laboratory Technician, Machinist, Mechanic, Metal Working Occupation, Meter Reader, Painter, Photographer, Trade Apprentice	47	[illegible]	2	1	16	14	16	29	14	17
Other	35	14			33	28	1	2	1	1
Invalid Response	12	4			4	3	1	2	6	8
I Don't Know	1	[illegible]			1	1				
Totals	259	[illegible]	6	[illegible]	118	100	55	100	80	[illegible]

Table 69

ALL SCHOOLS

Note: Percentages are based on number of graduates at work in each school who responded to the question.

Type of Job Doing Now - Job Classification

3 Years after Graduation

Job Classification	All Schools		School I		School II		School III		School IV	
	No.	%	No.	%	No.	%	No.	%	No.	%
Business Accountant, Assistant Store Manager, Bookkeeper, Cashier, Clerk Typist, Key Punch Operator, Office Clerk, Store - Sales Clerk, Manager, Salesman, Saleswoman, Secretary	152	44	35	51	40	37	27	44	50	47
General Agricultural Worker, Bank Teller, Food Service Worker, House Cleaner, Delivery Man, Driver, Fireman, Gardner, Heavy Machine Operator, Hospital Attendant, Mailman, Receptionist, PBX Operator, Service Station Attendant, Supply, Stock Clerk, Stewardess, Serviceman, Telephone Operator, Laborer, Handyman, Light Equipment Operator, Maintenance Repair, Shop Assistant, Waitress, Waiter, Warehouseman	58	17	6	9	22	20	11	18	19	18
Professional Anthropologist, Engineer, Foreign Service, Journalist, Librarian, Nurse, Psychologist, Recreation, Teacher, Research Assistant, Vocational Nurse	19	6	3	4	5	5	1	1	10	9
Technical Assembler, Barber, Beautician, Butcher, Cook or Chef, Data Process. Tech., Dental Assistant, Draftsman, Electrician, Electronics Technician, Laboratory Technician, Machinist, Mason, Medical Assistant, Mechanic, Painter, Photographer, Pilot, Printer	75	22	6	9	22	20	23	37	24	22
Other	32	9	16	24	16	15				
Invalid Response	8	2	2	3	2	2			4	4
Totals	344	100%	68	100%	62	99%	62	100%	107	100%

Table 69
ALL SCHOOLS

Note: Percentages are based on number of graduates at work in each school who responded to the question.

Type of Job Doing Now - Job Classification

4 Years after Graduation

Job Classification	All Schools No.	All Schools %	School I No.	School I %	School II No.	School II %	School III No.	School III %	School IV No.	School IV %
Business Accountant, Administrator, Asst. Office Manager, Bookkeeper, Business Owner, Cashier, Clerk Typist, Insurance Agent, Key Punch Operator, Manager, Mail and Office Boy-Girl, Office Clerk, Office Machine Operator, Retailer, Salesman, Saleswoman, Secretary, Stenographer	135	41	30	53	37	34	17	29	51	48
General Agricultural Worker, Bank Teller, Baby Sitter, Busboy, Delivery Man, Florist, Heavy Machine Operator, Hospital Attendant, Light Equipment Operator, Mailman, Maintenance Repair, Photo Processor, PBX Operator, Receptionist, Shop Assistant, Telephone Operator, Telephone Solicitor, Training Instructor, Service Station Attendant, Supply-Stock Clerk, Serviceman, Stewardess, Waitress, Waiter, Warehouseman	76	23	5	9	38	34	15	26	18	17
Professional Commercial Artist, Engineer, Librarian, Librarian's Assistant, Musician, Nurse, Psychologist, Teacher, Teacher's Aide, Vocational Nurse, X-Ray Technician	18	5	2	3	3	3	2	3	11	10
Technical Assembler, Barber, Beautician, Butcher, Cook or Chef, Data Processing Technician, Dental Assistant, Draftsman, Electrician, Electronics Technician, Laboratory Technician, Machinist, Medical Assistant, Metal Working Occupation, Mechanic, Medical Assistant, Painter, Photographer, Inspector-Tester, Trade Apprentice, Pilot, Printer, Trade Apprentice	85	26	9	16	28	25	24	41	24	23
Other	15	4	9	16	4	4			2	2
Invalid Response	2	1	2	3						
Totals	331	100%	57	100%	110	100	58	100%	106	100%

Table 69

ALL SCHOOLS

5 years after Graduation

Type of Job Doing Now - Job Classification

Note: Percentages are based on number of graduates at work in each school who responded to the question.

Occupation	All Schools		School I		School II		School III		School IV	
	No.	%	No.	%	No.	%	No.	%	No.	%
Business Accountant, Administrator, Assistant Office Mgr., Asst. Store Mgr., Bookkeeper, Business Owner, Cashier, Clerk Typist, Key Punch Operator, Manager, Office Clerk, Public Relations, Purchasing Agent, Retailer, Real Estate, Store Sales Clerk, Salesman, Saleswoman, Secretary, Steno.	162	38	26	36	43	31	27	46	66	43
General Athlete, Bank Teller, Busboy, Car Wash Attendant, Cleaning Laundry Worker, Delivery Man, Driver, Farmer, Heavy Machine Operator, Housewife, Hospital Attendant, Handyman, Kitchen Helper, Laborer, Law Enforcement, Maid, Mailman, Maintenance Repairman, Photo Processor, Receptionist, PBX Operator, Service Station Attendant, Supervisor, Serviceman, Stewardess, Rancher, Supply-Stock Clerk, Telephone Operator, Waitress, Warehouseman	78	18	11	15	38	27	8	14	21	14
Professional Biologist Chemist, Journalist, Librarian, Nurse, Nurses Aide, Pharmacist, Political Scientist, Recreation, Teacher, Telecommunication, Therapist - Physical/Occupational, Vocational Nurse	29	7	6	9	7	5	1	1	16	10
Technical Airline Occupations, Appliance Repairman, Assembler, Barber, Beautician, Butcher, Carpenter, Cook or Chef, Data Process. Tech., Dental Asst., Dental Hygienist, Draftsman, Electrician, Electronics Technician, Inspector-Tester, Installer, Laboratory Asst., Machinist, Meter Reader, Mechanic, Medical Asst., Metal Working Occup., Painter, Photographer, Plumber, Printer, Trade Apprentice, Welder	138	33	21	29	45	32	23	39	49	32
Other	15	4	6	8	7	5			2	1
Invalid Response	3	1	2	3					1	-
TOTALS	425	100%	72	100%	140	100%	59	100%	155	100%

Table 70

ALL SCHOOLS

High School GPA of Graduates at Work according to Job Classification

Five Years after High School Graduation

Note: Percentages based on Total Number of responses to Question.

Type of Work	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1-1.5 No.	1.1-1.5 %	1.6-2.0 No.	1.6-2.0 %	2.1-2.5 No.	2.1-2.5 %	2.6-3.0 No.	2.6-3.0 %	3.1-3.5 No.	3.1-3.5 %	3.6-4.0 No.	3.6-4.0 %
Accountant	5	1					3						1		1	
Administrator	4	1			1				1				1		1	
Bookkeeper	5	1			1		1		1		2					
Business Owner	4	1							2		2					
Office Clerk	40.	9			3		15	4	9	2	10	2	3			
Store Sales Clerk	16	4	1		3		4		5	1	1		2			
Manager	7	2			1		5	1			1					
Salesman/Saleswoman	15	4			2		5	1	5	1	3					
Secretary	34	8			1		6	1	11	3	11	3	5	1		
Stenographer	3	1					1				2					
Baker	1				1											
Barber	1				1											
Beautician	13	3			2		4		5	1	2					
Butcher	3				2		1									
Carpenter	2						1		1							
Cook or Chef	2						1		1							
Data Process. Tech.	12	3			2		5	1	2		2		1			
Dental Assistant	5	1					3	1	2							
Dental Hygienist	1								1							
Draftsman	3	1			1				1		1					
Electrician	4	1			3	1			1							
Electron. Technician	9	2			3	1	1		3	1	1				1	
Lab. Technician	6	1					1		3	1	1				1	
Machinist	12	3			2		6	1	2		2					
Mechanic	9	2	2		2		3	1	2							
Stewardess	1								1							
Telephone Operator	5	1					2		1		1		1			
Other	15	4			2		9	2	2		1		1			
Asst. Office Manager	3	1					2		1							
Asst. Store Manager	4	1			2		2									
Cashier	2				1						1					
Clerk Typist	10	2			1				5	1	3		1			
Key Punch Operator	6	1					1		3	1	1		1			
Public Relations	1										1					
Purchasing Agent	1								1							
Retailer	1								1							
Real Estate	1				1											

High School GPA of Graduates at Work according to Job Classification
(page 2)

Type of Work	Total		Below 1.0		1.1-1.5		1.6-2.0		2.1-2.5		2.6-3.0		3.1-3.5		3.6-4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Airline Occupations	2				1		1									
Assembler	27	6			7	2	10	2	4	1	5	1	1			
Inspector-Tester	6	1	1		1		2		2							
Installer	1										1					
Laboratory Asst.	1						1									
Meter Reader	1								1							
Trade Apprentice	2						2									
Welder	1								1							
Political Scientist	1												1			
Telecommunication	2												1		1	
Vocational Nurse	2						2									
Busboy	1				1											
Car Wash Attendant	1				1											
Cleaning/Laundry Wkr.	1				1											
Invalid Response	1						1									
Kitchen Helper	1										1					
Laborer/Handyman	4	1			3	1	1									
Invalid Response	1						1									
Maintenance/Repair	2				1				1							
Photo Processor	1				1											
Nurses Aide	1				1											
Medical Assistant	1						1									
Metal Working Occup.	2						2									
Painter	2						1		1							
Photographer	2				1		1									
Plumber	1						1									
Printer	1								1							
Appliance Repairman	4	1					3	1	1							
Biologist	1														1	
Chemist	1														1	
Journalist	1										1					
Librarian	2								1		1					
Nurse	4	1					3	1			1					
Pharmacist	1										1					
Recreation	1						1									
Teacher	11	3							1		4	1	4	1	2	
Therapist-Phys./Occ.	1										1					
Athlete	1						1									
Bank Teller	5	1					1		3	1	1					
Supply/Stock Clerk	2						2									
Invalid Response	1						1									
Delivery Man	1								1							

High School GPA of Graduates at Work according to Job Classification
(page 3)

Type of Work	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1-1.5 No.	1.1-1.5 %	1.6-2.0 No.	1.6-2.0 %	2.1-2.5 No.	2.1-2.5 %	2.6-3.0 No.	2.6-3.0 %	3.1-3.5 No.	3.1-3.5 %	3.6-4.0 No.	3.6-4.0 %
Driver	1				1											
Heavy Machine Oper.	1				1											
Housewife	2				1				1							
Hospital Attendant	3	1			1		1				1					
Law Enforcement	1						1									
Maid	1						1									
Mailman	2				1						1					
Rancher/Farmer	3	1			1		1		1							
Receptionist/PBX Oper.	6	1			2		1		1		2					
Service Station Attend.	1										1					
Supervisor	4	1					3	1			1					
Serviceman	20	5			3	1	10	2	4	1	2		1			
Waitress/Waiter	2						1		1							
Warehouseman	5	1					2		3	1						
Totals	424	100%	4	1%	68	16%	142	34%	102	24%	74	17%	25	6%	20	5%

Table 70

SCHOOL I
(36% of Graduating Class)
High School GPA of Graduates at Work according to Job Classification

Note: Percentages are based on Total Number of Responses to Question.

Five Years after High School Graduation

Type of Work	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1-1.5 No.	1.1-1.5 %	1.6-2.0 No.	1.6-2.0 %	2.1-2.5 No.	2.1-2.5 %	2.6-3.0 No.	2.6-3.0 %	3.1-3.5 No.	3.1-3.5 %	3.6-4.0 No.	3.6-4.0 %
Accountant	3	4					1						1		1	
Bookkeeper	3	4			1						2					
Business Owner	1	1									1					
Office Clerk	4	6					2		1		1					
Manager	2	3					1				1					
Salesman/Saleswoman	2	3							1		1					
Secretary	4	6							1		1		2			
Stenographer	1	1									1					
Barber	1	1			1											
Beautician	2	3							1		1					
Dental Assistant	1	1							1							
Electrician	1	1			1											
Electron. Technician	2	3					1								1	
Lab. Technician	2	3							2							
Machinist	2	3			1						1					
Mechanic	2	3	1		1											
Metal Working Occup.	1	1					1									
Appliance Repairman	2	3					1		1							
Biologist	1	1													1	
Librarian	1	1							1							
Nurse	1	1					1									
Teacher	3	4							1				1		1	
Bank Teller	1	1							1							
Invalid Response	1	1					1									
Law Enforcement	1	1					1									
Mailman	1	1									1					
Receptionist/PBX Oper.	2	3			1				1							
Telephone Operator	2	3							1		1					
Other	6	8					6									
Asst. Office Manager	1	1							1							
Cashier	1	1									1					
Clerk Typist	1	1											1			
Key Punch Operator	3	4							1		1		1			
Assembler	1	1					1									
Inspector-Tester	1	1							1							
Trade Apprentice	1	1					1									
Welder	1	1							1							
Laborer/Handyman	1	1			1											

SCHOOL I - High School GPA of Graduates at Work according to Job Classification (page 2)

Type of Work	Total		Below 1.0		1.1-1.5		1.6-2.0		2.1-2.5		2.6-3.0		3.1-3.5		3.6-4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Invalid Response	1	1					1									
Waitress/Waiter	1	1					1									
Warehouseman	2	3							2							
Totals	71	100%	1	1%	7	10%	20	28%	19	27%	14	20%	6	8%	4	6%

Note: Percentages are not in individual columns due to small numbers.

SCHOOL II
(68% of Graduating Class)

Type of Work	Total		Below 1.0		1.1-1.5		1.6-2.0		2.1-2.5		2.6-3.0		3.1-3.5		3.6-4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Office Clerk	12	9			2		6		3		1					
Store/Salesclerk	11	8	1		2		2		4		1		1			
Salesman/Saleswoman	5	4			1		3		1							
Secretary	10	7					1		2		5		2			
Stenographer	1	1					1									
Beautician	4	3			1		1		1		1					
Butcher	1	1			1											
Cook or Chef	1	1					1									
Data Process. Tech.	7	5			2		3		2							
Dental Assistant	2	1					1		1							
Draftsman	2	1			1				1							
Electrician	1	1			1											
Electron. Technician	1	1									1					
Lab. Technician	2	1									1				1	
Machinist	5	4			1		4									
Mechanic	2	1			1				1							
Medical Assistant	1	1					1									
Printer	1	1							1							
Nurse	2	1					1				1					
Recreation	1	1					1									
Teacher	4	3									3				1	
Supply/Stock Clerk	2	1					2									
Heavy Machine Oper.	1	1			1											
Housewife	2	1			1				1							
Maid	1	1					1									
Rancher/Farmer	2	1			1		1									
Receptionist/PBX Oper.	1	1			1											
Service Station Attend.	1	1									1					
Supervisor	3	2					2				1					
Serviceman	20	14			3		10		4		2		1			
Stewardess	1	1							1							

SCHOOL II - High School GPA of Graduates at Work according to Job Classification (page 3)

Type of Work	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1-1.5 No.	1.1-1.5 %	1.6-2.0 No.	1.6-2.0 %	2.1-2.5 No.	2.1-2.5 %	2.6-3.0 No.	2.6-3.0 %	3.1-3.5 No.	3.1-3.5 %	3.6-4.0 No.	3.6-4.0 %
Telephone Operator	3	1					2						1			
Other	7	5			1		2		2		1		1			
Cashier	1	1			1											
Clerk Typist	2		1								2					
Key Punch Operator	1	1							1							
Assembler	12	9			2		4		3		2		1			
Inspector-Tester	2	1	1		1											
Meter Reader	1	1							1							
Warehouseman	1	1					1									
Total	140	100%	2	1%	25	18%	51	36%	30	21%	23	16%	7	5%	2	1%

Note: Percentages are not in individual columns due to small numbers.

SCHOOL III
(44% of Graduating Class)

Type of Work	Total No.	Total %	Below 1.0 No.	Below 1.0 %	1.1-1.5 No.	1.1-1.5 %	1.6-2.0 No.	1.6-2.0 %	2.1-2.5 No.	2.1-2.5 %	2.6-3.0 No.	2.6-3.0 %	3.1-3.5 No.	3.1-3.5 %	3.6-4.0 No.	3.6-4.0 %
Administrator	2	3							1						1	
Office Clerk	9	15					3		3		2		1			
Salesman/Saleswoman	4	6					1		3							
Secretary	3	5					1		1		1					
Beautician	1	2					1									
Butcher	1	2					1									
Carpenter	1	2					1									
Cook or Chef	1	2							1							
Data Process. Tech.	1	2					1									
Draftsman	1	2									1					
Electron. Technician	2	3							2							
Machinist	3	5					1		1		1					
Mechanic	1	2					1									
Painter	1	2							1							
Bank Teller	2	3							2							
Delivery Man	1	2							1							
Hospital Attendant	1	2			1											
Asst. Office Manager	1	2					1									
Asst. Store Manager	1	2					1									
Clerk Typist	4	7							3		1					
Key Punch Operator	2	3					1		1							
Purchasing Agent	1	2							1							
Assembler	7	12			3		1		1		2					
Inspector-Tester	2	3					1		1							
Installer	1	2									1					

SCHOOL III - High School GPA of Graduates at Work according to Job Classification (page 4)

Type of Work	Total		Below 1.0		1.1-1.5		1.6-2.0		2.1-2.5		2.6-3.0		3.1-3.5		3.6-4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Busboy	1	2			1											
Car Wash Attendant	1	2			1											
Kitchen Helper	1	2									1					
Nurses Aide	1	2			1											
Warehouseman	1	2					1									
Total	59	100%			7	12%	17	29%	23	39%	10	17%	1	2%	1	2%

Note: Percentages are not in individual columns due to small numbers.

SCHOOL IV
(29% of Graduating Class)

Type of Work	Total		Below 1.0		1.1-1.5		1.6-2.0		2.1-2.5		2.6-3.0		3.1-3.5		3.6-4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accountant	2	1					2									
Administrator	2	1			1								1			
Bookkeeper	2	1					1		1							
Business Owner	3	2							2		1					
Office Clerk	15	10			1		4		2		6		2			
Store/Sales Clerk	5	3			1		2		1				1			
Manager	5	3			1		4									
Salesman/Saleswoman	4	3			1		1				2					
Secretary	17	11			1		4		7		4		1			
Stenographer	1	1									1					
Baker	1	1			1											
Beautician	6	4			1		2		3							
Butcher	1	1			1											
Carpenter	1	1							1							
Data Process. Tech.	4	3					1				2		1			
Dental Assistant	2	1					2									
Dental Hygienist	1	1							1							
Electrician	2	1			1				1							
Electron. Technician	4	3			3				1							
Lab. Technician	2	1					1		1							
Machinist	2	1					1		1							
Mechanic	4	3	1				2		1							
Metal Working Occup.	1	1					1									
Painter	1	1					1									
Photographer	2	1			1		1									
Plumber	1	1					1									
Appliance Repairman	2	1					2									

SCHOOL IV - High School GPA of Graduates at Work according to Job Classification
(page 5)

Type of Work	Total		Below 1.0		1.1-1.5		1.6-2.0		2.1-2.5		2.6-3.0		3.1-3.5		3.6-4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Chemist	1	1													1	
Journalist	1	1									1					
Librarian	1	1									1					
Nurse	1	1					1									
Pharmacist	1	1									1					
Teacher	4	3									1		3			
Therapist-Phys./Occ.	1	1									1					
Athlete	1	1					1									
Bank Teller	2	1					1				1					
Driver	1	1			1											
Hospital Attendant	2	1					1				1					
Mailman	1	1			1											
Rancher/Farmer	1	1							1							
Receptionist/PBX Oper.	3	2					1				2					
Supervisor	1	1					1									
Other	2	1			1		1									
Asst. Office Manager	1	1					1									
Asst. Store Manager	3	2			2		1									
Clerk Typist	3	2			1				2							
Public Relations	1	1									1					
Retailer	1	1							1							
Real Estate	1	1			1											
Airline Occupations	2	1			1		1									
Assembler	8	5			2		4		1		1					
Inspector-Tester	1	1					1									
Laboratory Asst.	1	1					1									
Trade Apprentice	1	1					1									
Political Scientist	1	1											1			
Telecommunication	2	1											1		1	
Vocational Nurse	2	1					2									
Cleaning/Laundry Wkr.	1	1			1											
Invalid Response	1	1					1									
Laborer/Handyman	3	2			2		1									
Maintenance/Repair	2	1			1				1							
Photo. Processor	1	1			1											
Waitress/Waiter	1	1							1							
Warehouseman	1	1							1							
Total	154	100%	1	1%	29	19%	54	35%	30	19%	27	18%	11	7%	2	1%

Note: Percentages are not in individual columns due to small numbers.

Table 71

ALL SCHOOLS

6 Months After Graduation

Who Helped You Find A Job

	All Schools		School I			School II			School III			School IV		
	No.	Rank All Sch.	No.	Rank	% of Grads	No.	Rank	% of Grads	No.	Rank	% of Grads	No.	Rank	% of Grads
State Emp. Service	22	3	4	3	2.1	4	4	1.5	9	3	2.2	5	4	1.4
Private Agency(Fee)	10	5	2	4	1.0	1	6	2.3	3	5	3.7	4	5	1.1
Private Agency (No Fee)	4	7				1	6	2.3	1	7	5.2	2	6	.5
Teacher or Counselor	20	4	2	4	1.0	7	3	1.2	4	4	2.9	7	3	1.8
My Own Efforts	209	1	36	1	18.5	85	1	.4	24	1	.7	64	1	17.3
Newspaper Advert.	8	6				2	5	1.9	2	6	4.4	4	5	1.1
Other	96	2	16	2	1.0	35	2	18.0	14	2	1.5	31	2	8.4
Totals	369		60		23.6	135		27.6	57		20.6	117		31.6

Table 72

Graduates At Work

5 Years After Grad.

Further Training Since High School

	All Schools		School I		School II		School III		School IV	
	No.	%Resp.	No.	% Grads	No.	% Grads	No.	% Grads	No.	% Grads
Yes	343	85	81	41.5	103	39.6	43	31.9	116	31.3
No	59	15	18	9.3	22	8.5	11	8.1	8	2.2
Totals	402	100%	99	50.8	125	48.1	54	40.0	124	33.5

Training Received From Employer

	All Schools		School I		School II		School III		School IV	
	No.	%Resp.	No.	% Grads	No.	% Grads	No.	% Grads	No.	% Grads
Yes	159	58	35	17.9	60	23.1	19	14.0	45	12.1
No	116	42	37	19.0	27	10.4	9	6.7	43	11.6
Totals	275	100%	72	36.9	87	33.5	28	20.7	88	23.7

Training Received On Job

	All Schools		School I		School II		School III		School IV	
	No.	%Resp.	No.	% Grads	No.	% Grads	No.	% Grads	No.	% Grads
Yes	165	60	34	17.4	55	21.1	24	17.8	52	14.0
No	106	40	34	17.4	25	9.6	12	8.9	35	9.4
Totals	271	100%	68	34.8	80	30.7	36	26.7	87	23.4

ALL SCHOOLS

Table 72

Training Received By Military

5 Years After Grad.

	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% Grads	No.	% Grads	No.	% Grads	No.	% Grads
Yes	75	44	17	8.7	25	9.6	14	10.4	19	5.1
No	97	56	26	13.3	43	16.5	6	4.4	22	5.9
Totals	172	100%	43	22.0	68	26.1	20	24.8	41	11.0

Training By Branch of Military

	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% Grads	No.	% Grads	No.	% Grads	No.	% Grads
Army	24	34	6	3.1	9	3.5	5	3.7	4	1.1
Navy	28	40	6	3.1	8	3.1	4	3.0	10	2.7
Marine	11	16	4	2.1	1	.4	5	3.7	1	.3
Air Force	7	10			4	1.5			3	.8
Totals	70	100%	16	8.3	22	8.5	14	10.4	18	4.9

Table 73

ALL SCHOOLS

Average Weekly Income Before Taxes

1 Year After Graduation

Income	Total		School I		School II		School III		School IV	
	No.	%	No.	%	No.	%	No.	%	No.	%
$15 Weekly	50	13	10	16	20	14	7	12	13	11
$25 Weekly	75	19	8	13	27	18	7	12	33	27
$30 Weekly	26	7	4	6	15	10	1		6	5
$40 Weekly	32	8	4	6	10	7	6	10	12	10
$50 Weekly	16	4			5	3	3	5	8	7
$60 Weekly	18	5	4	6	8	5	4	7	2	2
$70 Weekly	31	8	4	6	10	7	6	10	11	9
$80 Weekly	54	14	7	11	23	16	11	20	13	11
Less than $100	57	15	12	19	23	16	5	9	17	14
More than $100	27	7	9	14	7	5	5	9	6	5
Totals	386	100%	62	97%	148	100%	55	94%	121	100%

Percentages Based on Number at Work From Each School

Table 74

ALL SCHOOLS

College Financing and Kind of College Attending

4 Years after Graduation

Type of School Attending	Total		Savings		Parents		Scholar		Part-time Work		Loan	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Junior College	37	16	8	3	13	6	1		15	6		
State College	79	34	25	11	41	18			13	5		
State University	62	27	24	10	33	14	1		2	1	2	1
Other	12	5	4	1	6	3			2	1		
Private College	41	18	9	4	27	12			5	2		
Totals	231	100%	70	29%	120	53%	2	1%	37	15%	2	1%

Note: Percentages are based on total number of Responses.

SCHOOL I

College Financing and Kind of College Attending

4 Years after Graduation

Type of School Attending	Total		Savings		Parents		Scholar		Part-time Work		Loan	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Junior College	15	34	3	6	2	4			10	22		
State College	17	38			5	11			12	27		
State University	2	4			1	2			1	2		
Other	5	11	1	2	3	7			1	2		
Private College	6	13			3	7			3	7		
Totals	45	100%	4	8%	14	31%			27	60%		

Note: Percentages are based on total number of Responses

D. Graduates Attending College

1. College Financing and Kind of College Attending - Four Years after High School
2. Type of College Attending - Two Years, Three Years and Four Years after High School
3. High School G.P.A. of Graduates Attending Junior College and Four Year College Compared with Fathers' Level of Education - One Year after High School
4. College Grade Point Average - Three Years after High School
5. High School G.P.A. of Students Who Compared Junior College/Four Year College Grades with High School Grades
6. Colleges Attended Three Years after High School - All Schools
7. Reasons for College Drop and Average Number of Years Completed before Drop

Table 74

SCHOOL II

College Financing and Kind of College Attending

4 Years after Graduation

Type of School Attending	Total		Savings		Parents		Scholar		Part-time Work		Loan	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Junior College	9	31	2	7	3	10	1	3	3	10		
State College	14	48	2	7	11	38			1	3		
State University	1	3			1	3						
Other	3	10	1	3	1	3			1	3		
Private College	2	7			1	3			1	3		
Totals	29	99%	5	17%	17	57%	1	3%	6	19%		

Note: Percentages are based on total number of Responses.
There may be some discrepancies in percentages due to rounding.

SCHOOL III

College Financing and Kind of College Attending

4 Years after Graduation

Type of School Attending	Total		Savings		Parents		Scholar		Part-time Work		Loan	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Junior College	2	11			1	6			1	6		
State College	5	28	3	16	2	11						
State University	8	44	3	16	3	16	1	6			1	6
Other	1	6	1	6								
Private College	2	11	1	6	1	6						
Totals	18	100%	8	44%	7	39%	1	6%	1	6%	1	6%

Note: Percentages are based on total number of Responses.

Table 74

SCHOOL IV

College Financing and Kind of College Attending

4 Years after Graduation

Type of School Attending	Total		Savings		Parents		Scholar		Part-time Work		Loan	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Junior College	11	8	3	2	7	5			1	1		
State College	43	31	20	14	23	17						
State University	51	37	21	15	28	20			1	1	1	1
Other	3	2	1	1	2	1						
Private College	31	22	8	6	22	16			1	1		
Totals	139	100%	53	38%	82	59%			3	3%	1	1%

Note: Percentages are based on total number of Responses.

Table 75

ALL SCHOOLS

2 Years After Graduation

Type School Now Attending

Note: Percentages of "All Schools" based upon a total of 816.

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Type	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
Junior College	147	18	5		2.6	54	6	20.8	17	2	12.6	71	8	19.1
State College	68	8	1		.5	31	3	11.9	4		3.0	32	3	8.6
State University	69	8				9	1	3.5	6		4.4	54	6	14.6
Other	60	7	1		.5	14	1	5.4	6		4.4	39	4	10.5
Totals	344	41	7	—	64.6	108	11	41.6	33	2	24.4	196	21	52.8
No Valid Answer	472	120	120			98			86			168		

3 Years After Graduation

Type School Now Attending

Note: Percentages of "All Schools" based upon a total of 795.

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Type	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
Junior College	75	9	17	2	8.7	28	3	10.8	4		2.9	26	3	7.0
State College	94	11	15	1	7.7	29	3	11.1	7		5.2	43	5	11.6
State University	66	8	1		.5	8	1	3.1	4		2.9	53	6	14.3
Other	15	1	5		2.6	5		1.9	1		.8	4		1.1
Private College	49	6	7		3.7	5		1.9	2		1.5	35	4	9.4
Total	299	35	45	16	23.2	75	23	41.0	18		15.0	161	45	44.8
No Valid Answer	496		88			108			102			198		

4 Years After Graduation

Type School Now Attending

Note: Percentages of "All Schools" based upon a total of 814.

	All Schools		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
Type	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
Junior College	52	6	16	1	8.2	21	2	8.1	3		2.2	12	1	3.2
State College	103	12	18	2	9.2	35	4	13.5	6		4.4	44	5	11.9
State University	68	8	2		1.0	7		2.7	8		5.9	51	6	13.7
Other	19	2	7		3.7	8		3.1	1		.7	3		.8
Private College	43	5	6		3.1	4		1.5	2		1.5	31	3	8.4
Totals	285	34	49	[illegible]	25.2	75	6	28.9	20		14.7	141	15	38.0
No Valid Answer	529		[illegible]			[illegible]			102			[illegible]		

Table 76

ALL SCHOOLS

GPA of Graduates Attending Junior College Compared With Fathers' Level of Education

1 Year After Graduation

Highest Grade	Total		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fourth	2	2					1		1					
Fifth	1						1							
Sixth	2	2			2									
Eighth	7	6			3		1		3					
H.S. Fresh.	2	2					2							
H.S. Soph.	5	4			1				1		2		1	
H.S. Jr.	6	5			3		1		2					
H.S. Sr.	50	44	1		24	21	14	12	10	8	1			
Coll. Fresh.	2	2	1				1							
Coll. Soph.	15	13	2		4		2		7	6				
Coll. Jr.	5	4			2		3							
Coll. Sr.	6	5	1		4		1							
Graduate	12	10	2		4		3		2		1			
Totals	115	100	7	6	47	41	30	26	26	23	4	4	1	—

SCHOOL I

1 Year After Graduation

Highest Grade	Total		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fourth	1						1							
Eighth	4				2		1		1					
H.S. Soph.	2										2			
H.S. Jr.	1				1									
H.S. Sr.	8	4	1		5		1		1					
Coll. Soph.	2		1				1							
Coll. Jr.	1						1							
Graduate	1										1			
Totals	20	—	2	—	8	—	5	—	2	—	3	—	—	—

Table 76

SCHOOL II

GPA Of Graduates Attending Junior College Compared With Fathers' Level of Education

1 Year After Graduation

Highest Grade	Total		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Sixth	2				2									
Eighth	3				1				2					
H.S. Fresh.	2						2							
H.S. Soph.	3				1				1				1	
H.S. Jr.	3				1		1		1					
H.S. Sr.	31	11			14	5	10	3	6	2	1			
Coll. Fresh.	2		1				1							
Coll. Soph.	6	2			2		1		3					
Coll. Jr.	1						1							
Totals	53		1		21		16		13		1		1	

SCHOOL III

Highest Grade	Total		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fourth	1								1					
Fifth	1						1							
H.S. Jr.	1				1									
H.S. Sr.	2						1		1					
Coll. Soph.	1								1					
Coll. Sr.	1				1									
Totals	7				2		2		3					

SCHOOL IV

Highest Grade	Total		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H.S. Jr.	1								1					
H.S. Sr.	9	2			5	1	2		2					
Coll. Soph.	6	1	1		2				3					
Coll. Jr.	3				2		1							
Coll. Sr.	5	1	1		3		1							
Graduate	11	2	2		4	1	3		2					
Totals	35		4		16		7		8					

Table 76

ALL SCHOOLS

GPA of Graduates Attending Four Year College Compared with Fathers' Level of Education

1 Year After Graduation

Highest Grade	Total No.	Total %	1.1-1.5 No.	1.1-1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
Sixth	1						1							
Eighth	9						3		4		1		1	
H.S. Fresh.	4				1		1		1				1	
H.S. Soph.	5				1				4					
H.S. Jr.	3				1				1		1			
H.S. Sr.	43	4			4		8		16	1	11	1	4	
Coll. Fresh.	7				1		2		3		1			
Coll. Soph.	14	1			1		3		7		2		1	
Coll. Jr.	9						2		1		3		3	
Coll. Sr.	45	4			3		9		17	1	12	1	4	
Graduate	44	4	2	—	1	—	11	1	14	1	7	—	9	—
Totals	184		2		13		40		68		38		23	

SCHOOL I

1 Year After Graduation

Highest Grad	Total No.	Total %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
Eighth	2								1				1	
H.S. Fresh.	1								1					
H.S. Soph.	1								1					
H.S. Sr.	8	4					2		3		2		1	
Coll. Fresh.	2								2					
Coll. Soph.	1												1	
Coll. Sr.	4						1		2		1			
Graduate	2	—	—	—	—	—	1	—	1	—	—	—	—	—
Totals	21						4		11		3		3	

Table 76

SCHOOL II

GPA of Graduates Attending Four Year College Compared with Fathers' Level of Education

1 Year After Graduation

Highest Grade	Total No.	Total %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
Eighth	5						2		2		1			
H.S. Fresh.	2				1		1							
H.S. Soph.	2				1				1					
H.S. Jr.	1				1									
H.S. Sr.	15	5			3		2		5	1	3		2	
Coll. Fresh.	2				1				1					
Coll. Soph.	3						1		2					
Coll. Jr.	1												1	
Graduate	5	1					2		1		1		1	
Totals	36				7		8		12		5		4	

SCHOOL III

1 Year After Graduation Highest Grade	No.	%	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
H.S. Sr.	4	2					1		1		1		1	
Coll. Jr.	2	1					1						1	
Coll. Sr.	1										1			
Graduate	1												1	
Totals	8						2		1		2		3	

SCHOOL IV

1 Year After Graduation

Highest Grade	Total No.	Total %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
Sixth	1						1							
Eighth	2						1		1					
H.S. Fresh.	1												1	
H.S. Soph.	2								2					
H.S. Jr.	2								1		1			
H.S. Sr.	16	4			1		3		7	1	5	1		
Coll. Fresh.	3						2				1			
Coll. Soph.	10	2			1		2		5	1	2			
Coll. Jr.	6	1					1		1		3		1	
Coll. Sr.	40	10			3		8	2	15	4	10	2	4	
Graduate	36	9	2		1		8	2	12	3	6	[illegible]	7	[illegible]
Totals	119		2		6		26		44		28		13	

Table 77

ALL SCHOOLS

3 Years After Graduation

College Grade Point Average

	All Schools Total		School I(195 Grads)			School II(260 Grads)			School III(135 Grads)			School IV(371 Grads)		
GPA	No.	%	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads	No.	% of All Sch.	% of Grads
1.00	38	9	7	2	3.7	14	3	5.4	6	1	4.4	11	3	3.0
2.00	276	66	30	7	15.4	73	17	28.1	18	4	13.3	155	37	41.8
3.00	105	25	20	5	10.3	22	5	8.5	9	2	6.7	54	13	14.6
4.00	1		1		.5									
Total	420	100%	58	14	29.9%	109	25	42.0%	33	7	24.4%	220	53	59.4%

Table 78

5 Years After Graduation

Years Completed At 4 Year College

	All Schools	School I		School II		School III		School IV	
	No.	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Half Year	19	6	3.1	1	.4	1	.7	11	3.0
One Year	18			8	3.1	2	1.5	8	2.2
One & Half Yrs.	14	3	1.5	2	.8			9	2.4
Two Years	24			4	1.5	2	1.5	18	4.8
Two & Half Yrs.	12	1	.5	3	1.2			8	2.2
Three Years	17			7	2.7			10	2.7
Three & Half Yrs.	20	1	.5	3	1.2	1	.7	15	4.0
Four Years	100	1	.5	20	7.7	8	5.9	71	19.1
Four & Half Yrs.	15	3	1.5	2	.8	1	.7	9	2.4
Five Years	1							1	.3
Totals	240	15	7.6	50	19.4	15	11.1	160	43.1

Table 79

ALL SCHOOLS

High School GPA of Students Who Compared Junior College Grades With High School Grades

1 Year after Graduation

Comparison Junior College Grades with H. S. Grades	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Colleges better than H.S.	49	40			7	6	29	24	7	6	6	5				
About the same	46	38			3	2	16	13	16	13	8	6	2	2	1	1
H.S. better than College	26	22			1	1	2	2	8	6	13	11	2	2		
Totals	121	100%			11	9%	47	39%	31	25%	27	22%	4	4%	1	1%

Note: 121 = 13% of 1963 Graduates from Four High Schools.
Percentages based on total number of responses to the question.

SCHOOL I

High School GPA of Students Who Compared Junior College Grades With High School Grades

1 Year after Graduation

Comparison Junior College Grades with H.S. Grades	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Colleges better than H.S.	4	19			1	5	2	9	1	5						
About the same	12	57			1	5	6	29	4	19			1	5		
H.S. better than College	5	24			1	5					2	9	2	9		
Totals	21	100%			3	15%	8	38%	5	24%	2	9%	3	14%		

Note: 21 = 11% of School I 1963 Graduates.
Percentages based on total number of responses to the question.

Table 79

SCHOOL II

High School GPA of Students Who Compared Junior College Grades With High School Grades

1 Year after Graduation

Comparison Junior College Grades with H. S. Grades	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Colleges better than H.S.	16	32			1	2	10	20	3	6	2	4				
About the same	22	44					8	16	8	16	4	8	1	2	1	2
H.S. better than College	12	24					1	2	5	10	6	12				
Totals	50	100%			1	2%	19	38%	16	32%	12	24%	1	2%	1	2%

Note: 50 = 19% of School II 1963 graduates.
Percentages based on total number of responses to the question.

SCHOOL III

High School GPA of Students Who Compared Junior College Grades With High School Grades

1 Year after Graduation

Comparison Junior College Grades with H.S. Grades	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Colleges better than H.S.	1						1									
About the same	1								1							
H.S. better than College	6						1		2		3					
Totals	8						2		3		3					

Note: 8 = 6% of 1963 graduates.
Numbers not significant enough for percentage calculation.

Table 79

SCHOOL IV

High School GPA of Students Who Compared Junior College Grades With High School Grades

1 Year after Graduation

Comparison Junior College Grades with H.S. Grades	Totals No.	Totals %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
Colleges better than H.S.	28	67			5	12	16	38	3	7	4	9				
About the same	11	26			2		2	5	3	7	4	9				
H. S. better than College	3	7							1	3	2	5				
Totals	42	100%			7	17%	18	43%	7	17%	10	23%				

Note: 42 = 11% of School IV 1963 graduates.
Percentages based on total number of responses to the question.

Table 79

ALL SCHOOLS

Response of Students Comparing Four-Year College Grades with High School Grades

1 Year after Graduation

Comparison 4-Year College Grades with H.S. Grades	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Colleges better than H.S.	35	19			1		9	5	12	7	9	5	3	2	1	
About the same	75	41			1		3	2	15	8	36	20	13	7	7	4
H. S. better than College	72	40					2	1	12	7	23	13	21	11	14	8
Totals	182	100%			2		14	8%	39	22%	68	38%	37	20%	22	12%

Note: 182 = 19% of 1963 Graduates from Four High Schools.
Percentages based on total number of responses to the question.

SCHOOL I

Response of Students Comparing Four-Year College Grades with High School Grades

1 Year after Graduation

Comparison 4-Year College Grades with H.S. Grades	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Colleges better than H.S.	3	14									3	14				
About the same	8	38							3	14	3	14	1	5	1	5
H.S. better than College	10	48							1	5	5	24	2	9	2	9
Totals	21	100%							4	19%	11	52%	3	14%	3	14%

Note: 21 = 11% of School I, 1963 Graduates.
Percentages based on total number of responses to the question.

Table 79

SCHOOL II

Response of Students Comparing Four-Year College Grades with High School Grades

1 Year after Graduation

Comparison 4-Year College Grades with H.S. Grades	Totals No.	Totals %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
Colleges better than H.S.	9	25					5	14	2	5	1	3	1	3		
About the same	18	50							4	11	10	27	3	8	1	3
H.S. better than College	9	25					2	5	1	3	1	3	2	5	3	8
Totals	36	100%					7	19%	7	19%	12	33%	6	16%	4	11%

Note: 36 = 14% of School II 1963 Graduates.
Percentages based on total number of responses to the question.

SCHOOL III

Response of Students Comparing Four-Year College Grades with High School Grades

1 Year after Graduation

Comparison 4-Year College Grades with H.S. Grades	Totals No.	Totals %	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
Colleges better than H.S.	1	9							1	9						
About the same	2	18									1	9	1	9		
H.S. better than College	8	73							2	18	1	9	2	18	3	27
Totals	11	100%							3	27%	2	18%	3	27%	3	27%

Note: 11 = 8% of School III 1963 Graduates.
Percentages based on total number of responses to the question.

Table 79

SCHOOL IV

Response of Students Comparing Four-Year College Grades with High School Grades

1 Year after Graduation

Comparison 4-Year College Grades with H.S. Grades	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Colleges better than H.S.	23	20			1	1	4	3	10	8	5	4	2	2	1	1
About the same	49	42			1	1	3	3	8	7	23	20	9	7	5	4
H.S. better than College	45	38							8	7	16	14	15	13	6	5
Totals	117	100%			2	2%	7	6%	26	22%	44	38%	26	22%	12	10%

Note: 117 = 32% of School IV 1963 Graduates.
Percentages based on total number of responses to the question.

Table 80

ALL SCHOOLS

College Now Attending

3 Years after Graduation

Colleges (Alphabetical Order)	All Schools No.	School I No.	School II No.	School III No.	School IV No.	Colleges (Numerical Order)	
Brigham Young University	2				2	Calif.State, San Jose	61
Cabrillo Junior College	2		1		1	College of San Mateo	36
Calif. State, Hayward	4	3			1	Foothill J. C.	31
Calif. State Poly, San Luis O.	4	1			3	U. C., Berkeley	30
Calif. Western University	1				1	Stanford University	14
Centre College	1				1	Trade Schools	13
Chabot J. C.	5	5				U. C., Santa Barbara	11
Centralia College	1				1	San Jose City College	9
Cal. State, Chico	4	2			2	Calif. State, S. F.	7
Claremont Mens College	1				1	Univ. of Oregon	7
Colby College	1				1	Univ. (out of State)	7
College of San Mateo	36			5	31	Univ. of Washington	6
Colorado State College	2				2	Calif. State, San Diego	5
Colorado State University	1				1	U. C. Davis	5
Eastern Oregon College	1				1	Other Private University	5
Foothill Junior College	31	5	20	2	4	Chabot Junior College	5
California State, Fresno	2			1	1	Calif. State, Hayward	4
Gonzago University	1	1				Calif. St.Poly, S.L.B.	4
Harvard University	2			1	1	Calif. State, Chico	4
Calif. State, Humbolt	1				1	Univ. of Arizona	4
Linfield College	1				1	Occidental College	3
Menlo College	2				2	Calif. State, Sacramento	3
Occidental College	3	1			2	Univ. Calif.,Santa Cruz	3
Pasadena City College	1	1				Univ. of San Francisco	3
Pomona College	1				1	Willamette College	3
Providence College of Nursing	1	1				Business Schools	3
California State, Sacramento	3		1		2	Brigham Young University	2
California State, San Diego	5		1		4	Cabrillo Jr. College	2
California State, San Francisco	7			1	6	Colorado State College	2
San Jose City College	9	4	5			Calif. State, Fresno	2
Calif. State, San Jose	61	9	26	6	20	Harvard University	2
Santa Barbara City College	1				1	Menlo College	2
Stanford University	14		1		13	U. C., Los Angeles	2
Southern University	1			1		University of Pacific	2

Colleges Now Attending (Continued)

Alphabetical Order	All Schools No.	School I No.	School II No.	School III No.	School IV No.	Schools	Numerical Order
Univ. of Arizona	4				4	West Valley Jr.	2
U.C. Berkeley	30		3	2	25	Univ. Outside U.S.	2
U.C. Davis	5	1			4	Beauty Schools	2
U.C. Los Angeles	2		1		1	Cal. Western Univ.	1
U.C. Santa Barbara	11		1	1	9	Centre College	1
U.C. Santa Cruz	3		1		2	Centralia	1
Univ. of Colorado	1				1	Claremont Mens Coll.	1
Univ. of Nevada	1				1	Colby College	1
Univ. of Oregon	7				7	Colo. State Univ.	1
Univ. of Pacific	2			1	1	Eastern Oregon Coll.	1
Univ. of Redlands	1				1	Gonzago University	1
Univ. of S. F.	3				3	Cal. State, Humbolt	1
Univ. of Washington	6				6	Linfield College	1
West Valley Jr. Coll.	2	1	1			Pasadena City Coll.	1
Willamette College	3				3	Pomona College	1
Williams College	1				1	Providence Col. Nurs.	1
Yale University	1				1	Santa Barbara City	1
Yuba Jr. College	1	1				Southern University	1
St. Col. Outside Cal.	1		1			Univ. of Colorado	1
Univ. Outside Calif.	7	2		1	4	Univ. of Nevada	1
Univ. Outside U.S.	2				2	Univ. of Redlands	1
Other Private Col/U.	5	1	2		2	Williams College	1
Adams State College	1				1	Yale University	1
Beauty Schools	2			1	1	Yuba Jr. College	1
Business Schools	3	1	1		1	St. Col. Outside Calif.	1
Trade Schools	13	5	1	1	6	Adams State College	1
College of Idaho	1	1				College of Idaho	1
Totals	794	46	68	29	225		794

Re-Cap 4

ALL SCHOOLS

Reasons for College Drops

Reason	No.	%
Marriage	37	18%
Took a Job	34	17%
No Goal	30	15%
Poor Study Habits	19	9%
Low Grades	18	9%
Financial	14	7%
Health	8	4%
Needed at Home	3	1%
Other	40	20%
Total	203	100%

Reasons for College Drop
(Rank by School)

	Marriage	Took a Job	Low Grades	Poor Study Habits	Health	Finan- cial	No Goal	Needed at Home	Other
School I	2	3	4	5	5	6	6	6	1
School II	2	1	5	-	-	3	4	-	3
School III	1	2	1	2	1	2	3	-	2
School IV	2	3	6	5	8	7	4	9	1

1) Ranks with the same number had the same number of responses to the item.

Average number years completed in College before drop: 1.7 yrs.

School I = 1.9 yrs.
School II = 1.3 yrs.
School III = 1.5 yrs.
School IV = 1.8 yrs.

Table 81

ALL SCHOOLS

Reason for Drop
(By Rank and Percentage of Question Response)

3 Years After Graduation

Reason		Rank All	School I			School II			School III			School IV		
	No.	Sch.	No.	Rank	% of Response	No.	Rank	% of Response	No.	Rank	% of Response	No.	Rank	% of Response
Poor Study Habits	29	2	2	4	9	1	6	2	9	1	50	17	2	19
Low Grades	18	6	4	2	18	2	5	4	2	1	11	10	5	11
No Definite Goal	25	4				3	4	7	1	2	5	21	1	23
Marriage	28	3	4	2	18	11	1	25	1	2	5	12	3	13
Took A Job	23	5	1	5	4	10	2	22	2	1	11	10	5	11
Needed At Home	2	9	1	5	4							1	7	1
Financial	14	7	3	3	14	6	3	13	1	2	5	4	6	5
Health Reasons	6	8				1	6	2	1	2	5	4	6	5
Other	30	1	7	1	32	11	1	25	1	2	5	11	4	12
Totals	175		22		99%	45		100%	18		97%	90		100%

Reason for Drop
(By Rank and Percentage of Question Response)

4 Years After Grad.

Reason		Rank All	School I			School II			School III			School IV		
	No.	Sch.	No.	Rank	% of Response	No.	Rank	% of Response	No.	Rank	% of Response	No.	Rank	% of Response
Poor Study Habits	19	5	2	4	5			3	2	2	11	15	3	14
Low Grades	18	6	5	3	11	1	5	8	3	1	17	9	5	9
No Definite Goal	30	4	1	5	2	3	4	25	1	3	5	25	1	24
Marriage	37	2	10	1	23	9	2	30	3	1	17	15	3	14
Took A Job	34	3	7	2	16	11	1		2	2	11	14	4	13
Needed At Home	3	9	1	5	2							2	8	2
Financial	14	7	1	5	2	6	3	17	2	2	11	5	6	5
Health Reasons	8	8	2	4	5				3	1	17	3	7	3
Other	40	1	15	1	34	6	3	17	2	2	11	17	2	16
Totals	203		44		100%	36		100	18		100%	105		100%

E. Counselor Help - Educational Planning, Occupational Planning, and Personal Help

1. High School G.P.A. of Those Who Responded to Question on Counselor Help Two and Three Years after Graduation

Table 82

ALL SCHOOLS

H.S. GPA of Those Who Responded to Question on Counselor Help

2 Years After Graduation

Counselors Help	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
With Personal Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	428	44	3		75	7	148	15	100	10	66	6	21	2	15	1
Very Helpful	151	15			19	1	46	4	40	4	29	3	12	1	5	
Helpful	147	15	1		16	1	39	4	47	4	29	3	7		8	
Little/No Help	235	24	2		16	1	66	6	54	5	59	6	33	3	5	
Totals	961	100	6	—	126	13	299	31	241	25	183	19	73	7	33	3

Percentages based on total graduates of four schools= 961

SCHOOL I

Counselors Help	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6-4.0	
With Personal Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	95	48			13	6	36	18	29	14	11	5	4	2	2	1
Helpful	42	21	1		4	2	12	6	12	6	9	4	2	1	2	1
Very Helpful	22	11			5	2	4	2	5	2	5	2	3	1		
Little/No Help	36	18	—	—	—	—	7	3	10	5	13	6	4	2	2	1
Totals	195	100	1		22	11	59	30	56	28	38	19	13	6	6	3

Percentages based on total graduates of school = 195

SCHOOL II

Counselors Help	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
With Personal Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	107	41	2		26	10	39	15	16	6	18	6	2		4	1
Very Helpful	39	15			2		15	5	13	5	6	2	2		1	
Helpful	27	10			3	1	10	3	8	3	4	1	1		1	
Little/No Help	87	33	1	—	9	3	32	12	19	7	16	6	10	3	—	
Totals	260	100	3	1	40	15	96	36	56	21	44	16	15	5	6	2

Percentages based on total graduates of school = 260

Table 82

SCHOOL III

H.S. GPA of Those Who Responded to Question on Counselor Help

2 Years After Graduation

Counselors Help	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
With Personal Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	82	60	1		10	7	26	19	27	20	12	8	3	2	3	2
Very Helpful	24	17			1		8	5	9	6	4	2	1		1	
Helpful	14	10					4	2	7	5	1				2	1
Little/No Help	15	11			1		2	1	6	4	6	4				
Totals	135	100	1		12	8	40	29	49	36	23	17	4	2	6	4

*Percentages based on total graduates of school = 135

SCHOOL IV

Counselors Help	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
With Personal Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	144	38			26	7	47	12	28	7	25	6	12	3	6	1
Very Helpful	66	17			11	2	19	5	13	3	14	3	6	1	3	
Helpful	64	17			9	2	13	3	20	5	15	4	4	1	3	
Little/No Help	97	26	1		6	1	25	6	19	5	24	6	19	5	3	
Totals	371	100	1		52	14	104	28	80	21	78	21	41	11	15	4

*Percentages based on total graduates of school = 371

Table82

ALL SCHOOLS

H.S. GPA of Those Who Responded to Question on Counselor Help

3 Years After Graduation

Counselors Help With	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 -4.0	
Occupational Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	349	36	5		53	5	135	14	91	9	42	4	14	1	9	
Very Helpful	67	6			10	1	20	2	19	1	10	1	5		3	
Helpful	154	16			17	1	53	5	40	4	32	3	8		4	
Little/No Help	391	40	1		46	4	91	9	91	9	99	10	46	4	17	1
Totals	961	100	6		126	13	299	31	241	25	183	19	73	7	33	3

Percentages based on total graduates from 4 schools = 961

SCHOOL I

Counselors Help With	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 -4.0	
Occupational Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	70	35	1		9	4	26	13	24	12	8	4	1		1	
Very Helpful	33	16			4	2	9	4	10	5	4	2	3	1	3	1
Helpful	46	23			5	2	17	8	11	5	10	5	3	1		
Little/No Help	46	23			4	2	7	3	11	5	16	8	6	3	2	1
Totals	195	100	1		22	11	59	30	56	28	38	19	13	6	6	3

Percentages based on total graduates from school = 195

SCHOOL II

Counselors Help With	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
Occupational Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	92	35	2		16	6	42	16	18	6	9	3	3	1	2	
Very Helpful	6	2			3	1	2				1					
Helpful	25	9			3	1	13	5	5	1	3	1	1			
Little/No Help	137	52	1		18	6	39	15	33	12	31	11	11	4	4	1
Totals	260	100	3	1	40	15	96	36	56	21	44	16	15	5	6	2

Percentages based on total graduates from school - 260

Table 82

SCHOOL III

H.S. GPA of Those Who Responded to Question on Counselor Help

3 Years After Graduation

Counselors Help With	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
Occupational Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	74	54	1		9	6	25	18	25	18	9	6	1		4	2
Very Helpful	9	6					1		6	4	2	1				
Helpful	21	15					6	4	9	6	5	3	1			
Little/No Help	31	22			3	2	8	5	9	6	7	5	2	1	2	1
Totals	135	100	1		12	8	40	29	49	36	23	17	4	2	6	4

Percentages based on total graduates of school = 135

SCHOOL IV

Counselors Help With	Total		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
Occupational Prob.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Valid Answer	113	30	1		19	5	42	11	24	6	16	4	9	2	2	
Very Helpful	19	5			3		8	2	3		3		2			
Helpful	62	16			9	2	17	4	15	4	14	3	3		4	1
Little/No Help	177	47			21	5	37	9	38	10	45	12	27	7	9	2
Totals	371	100	1		52	14	104	28	80	21	78	21	41	11	15	4

*Percentages based on total graduates of school = 371

F. Miscellaneous Tables

1. Subjects Most Useful, Second Most Useful, and Least Useful One Year After High School - All Schools and Individual Schools
2. High School G.P.A. Compared to High School Course of Study
3. High School G.P.A. of Those Who Responded to Feelings About High School
4. High School G.P.A. of Those Who Responded to Expected Income at Age 40 - One Year After High School
5. Changed Vocational Plans and Major Activity - Three Years after High School - All Schools and Individual Schools
6. Changed Vocational Plans - Yes/No - Four Years after High School - All Schools and Individual Schools

Table 83

SUBJECTS MOST USEFUL

As Listed by Graduates One Year after High School Graduation
ALL SCHOOLS and by INDIVIDUAL SCHOOLS

Total Responses: 703 or 73% of Graduates of Four Schools

(Percentages based on total 1963 graduates from each school and on total number of responses to question)

Subject	All Schools (961 Grads)			School I (195 Grads)			School II (260 Grads)			School III (135 Grads)			School IV (371 Grads)		
	No.		%	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.
English															
Speech	4														
Composition	3														
Reading	2														
Drama	2														
English - General	159	170	24%	29	15%	25%	43	16%	22%	13	10%	16%	85	26%	27%
Business															
Typing	18														
Bookkeeping	5														
Office Practice	5														
Business - General	94	122	17%	22	11%	19%	43	16%	22%	23	17%	28%	34	10%	11%
Mathematics															
Advanced Mathematics	5														
Mathematics - General	105	110	16%	19	10%	16%	38	14%	20%	15	12%	18%	38	12%	12%
Social Studies															
International Relations	6														
American Government	4														
Psychology	3														
U. S. History	3														
Economics	1														
Social Studies - General	83	100	14%	11%	6%	9%	20	8%	10%	7	5%	9%	62	19%	20%

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Subjects Most Useful
(page 2)

Table 83 (Continued)

Subject	All Schools (961 Grads) No.	% of Grads.	% of Resp.	School I (195 Grads) No.	% of Grads.	% of Resp.	School II (260 Grads) No.	% of Grads.	% of Resp.	School III (135 Grads) No.	% of Grads.	% of Resp.	School IV (371 Grads) No.	% of Grads.	% of Resp.
Science															
Biology/Physiology	14														
Chemistry	7														
Physics	1														
Advanced Science	1														
Science - General	53	76	11%	17	8%	14%	20	8%	10%	7	5%	9%	32	9%	10%
Industrial Arts															
Drafting	10														
Auto Shop	5														
Machine Shop	4														
Electronics	4														
Radio	4														
Electricity	2														
Science - General	15	44	6%	11	6%	9%	14	5%	7%	3	2%	4%	16	5%	5%
Art		28	4%	1	1%	1%	5	2%	3%	7	5%	9%	15	4%	4%
Foreign Language															
French	5														
German	4														
Spanish	3														
Foreign Language (General)	16	28	4%				5	2%	3%	3	2%	4%	20	6%	6%
Homemaking															
Foods	1														
Marriage and Family	3														
Specific Subject Not Named	11	15	2%	4	2%	3%	2	1%	1%	2	1%	2%	7	2%	2%
Music		4	1%	2	1%	2%	2	1%	1%						
Physical Education		6	1%	2	1%	2%	2	1%	1%	1	1%	1%	1	3%	3%
TOTALS		703	100%	118	61%	100%	194	75%	100%	81	60%	100%	310	96%	100%

Table 83

SUBJECTS SECOND MOST USEFUL

As Listed by Graduates One Year after High School Graduation
ALL SCHOOLS and INDIVIDUAL SCHOOLS

Total Responses: 651 or 68% of Graduates of Four Schools

(Percentages based on total 1963 graduates from each school and on total number of responses to question)

Subject	All Schools (961 Grads)			School I (195 Grads)			School II (260 Grads)			School III (135 Grads)			School IV (371 Grads)		
	No.		%	No.	% of Grads	% of Resp.	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.
English															
Speech	8														
Reading	4														
Drama	3														
Composition	2														
Journalism	1														
English - General	198	216	33%	31	16%	29%	58	22%	34%	28	20%	38%	99	27%	33%
Social Studies															
Psychology	15														
American Government	9														
U. S. History	9														
Sociology	4														
International Relations	3														
Economics	2														
Social Studies - General	94	136	21%	23	12%	21%	31	12%	18%	11	8%	15%	71	19%	24%
Mathematics															
Advanced	5														
Math - General	77	82	12%	13	7%	12%	23	9%	14%	12	9%	16%	34	9%	11%
Science															
Chemistry	12														
Biology/Physical	10														
Advanced Science	2														
Physics	2														
Science - General	39	65	10%	13	7%	12%	14	5%	8%	6	4%	8%	32	9%	10%

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Subjects Second Most Useful
(page 2)

Table 83 (Continued)

Subject	All Schools (961 Grads)			School I (195 Grads)			School II (260 Grads)			School III (135 Grads)			School IV (371 Grads)		
	No.		%	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.
Business															
Typing	19														
Office Practice	7														
Bookkeeping	6														
Shorthand	2														
Business - General	23	57	9%	14	7%	13%	21	8%	12%	6	4%	8%	16	4%	5%
Foreign Language															
French	5														
Spanish	3														
German	1														
Foreign Language - General	19	28	4%	4	2%	4%	7	3%	4%				17	5%	6%
Industrial Arts															
Drafting	5														
Electronics	3														
Electricity	3														
Auto	1														
Other	1														
Industrial Arts - General	10	23	4%	2	1%	2%	6	2%	4%	7	5%	10%	8	2%	3%
Art		14	2%	1		1%	3	1%	2%	1	1%	1%	9	2%	3%
Homemaking															
Foods	2														
Home Economics - General	11	13	2%	1		1%	4	2%	2%				8	2%	3%
Physical Education															
Girls	5														
Boys	5	10	2%	2	1%	2%	1		1%	2	1%	3%	5	1%	1%
Music															
Performance	5														
Theory	2	7	1%	3	2%	3%	2	1%	1%	—	—	—	2	1%	1%
TOTALS		651	100%	107	55%	100%	170	65%	100%	73	52%	99%	301	81%	100%

Table 83

SUBJECTS LEAST USEFUL

As Listed by Graduates One Year after High School Graduation
ALL SCHOOLS and INDIVIDUAL SCHOOLS

Total Responses: 611 or 64% of Graduates of Four Schools

(Percentages based on total 1963 graduates from each school and on total number of responses to question)

Subject	All Schools (961 Grads)			School I (195 Grads)			School II (260 Grads)			School III (135 Grads)			School IV (371 Grads)		
	No.		%	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Resp.
Social Studies															
U. S. History	26														
American Government	8														
Psychology	3														
World Geography	2														
Economics	1														
International Relations	1														
Social Studies - General	105	146	24%	33	17%	33%	43	17%	26%	17	13%	26%	53	14%	19%
Physical Education															
Girls	39														
Boys	31	70	11%	10	5%	10%	20	8%	12%	9	7%	14%	31	8%	11%
Foreign Language															
Spanish	13														
French	7														
German	4														
Foreign Language - General	40	64	10%	7	4%	7%	15	6%	9%	3	2%	5%	39	11%	14%
Mathematics															
Advanced	12														
Mathematics - General	51	63	10%	8	4%	8%	16	6%	10%	3	2%	5%	36	10%	13%
Science															
Chemistry	9														
Biology/Physiology	5														
Physics	2														
Accelerated/Advanced	2														
Science - General	35	53	9%	4	2%	4%	18	7%	11%	4	3%	6%	27	7%	10%

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Subjects Least Useful
(page 2)

Table 83 (Continued)

Subject	All Schools (961 Grads)			School I (195 Grads)			School II (260 Grads)			School III (135 Grads)			School IV (371 Grads)		
		No.	%	No.	% of Grads.	% of Resp.	No.	% of Grads.	% of Grads.	No.	% of Grads.	% of Grads.	No.	% of Grads.	% of Resp.
English															
Journalism	5														
Drama	4														
Speech	2														
Literature	1														
English - General	35	47	8%	8	4%	8%	3	1%	2%	5	4%	8%	31	8%	11%
Art		52	9%	7	4%	7%	12	5%	7%	10	7%	15%	23	6%	8%
Industrial Arts															
Drafting	6														
Auto Shop	2														
Electricity	1														
Industrial Arts - General	23	32	5%	1		1%	16	6%	10%	2	1%	3%	13	4%	5%
Business															
Typing	6														
Shorthand	3														
Bookkeeping	3														
Business - General	20	32	5%	7	4%	7%	11	4%	6%	4	3%	6%	10	3%	4%
Music															
Performance	23														
Theory	4	27	4%	5	3%	5%	7	3%	4%	6	4%	9%	9	2%	3%
Homemaking															
Foods	2														
Clothing	1														
Homemaking - General	12	15	3%	1		1%	3	1%	2%	2	1%	3%	9	2%	3%
Other		10	2%	9	5%	9%	1	—	1%	—	—	—	—	—	—
TOTALS		611	100%	100	52%	100%	165	64%	100%	65	47%	100%	281	75%	100%

Table 84

SCHOOL I

High School GPA Compared to High School Course of Study

Before Graduation

(Percentages based on total of 195 graduates, 1963)

GPA	Total No.	Total %	College Prep. No.	College Prep. %	Business No.	Business %	General No.	General %	Industrial Arts No.	Industrial Arts %
No Response	6									
Below 1.0	1								1	
1.1 - 1.5	22	11	4	2	10	5	6	3	2	1
1.6 - 2.0	58	30	18	9	23	12	8	4	9	5
2.1 - 2.5	55	28	32	16	15	8	6	3	2	1
2.6 - 3.0	35	18	22	11	11	6	2	1		
3.1 - 3.5	13	7	10	5	3	1				
3.6 - 4.0	5	2	5	2						
Totals	195	96	91	46	62	32	22	11	14	7

SCHOOL II

High School GPA Compared to High School Course of Study

Before Graduation

(Percentages based on total of 260 graduates, 1963.

GPA	Total No.	Total %	College Prep. No.	College Prep. %	Business No.	Business %	General No.	General %	Industrial Arts No.	Industrial Arts %
No Response	2									
Below 1.0	1						1			
1.1 - 1.5	40	15	6	2	12	4	19	7	3	1
1.6 - 2.0	96	37	27	10	39	15	27	10	3	1
2.1 - 2.5	56	22	26	10	22	8	6	2	2	
2.6 - 3.0	44	17	27	10	13	5	3	1	1	
3.1 - 3.5	15	6	12	4	3	1				
3.6 - 4.0	6	2	6	2						
Totals	260	99	104	40	89	34	56	21	9	3

Table 84

SCHOOL III

High School GPA Compared to High School Course of Study

Before Graduation

(Percentages based on total of 135 graduates, 1963)

GPA	Total No.	Total %	College Prep No.	College Prep %	Business No.	Business %	General No.	General %	Industrial Arts No.	Industrial Arts %
No Response	2									
Below 1.0	1						1			
1.1 - 1.5	12	9					12	9		
1.6 - 2.0	39	29	3	2	10	7	25	19	1	
2.1 - 2.5	48	35	7	5	12	9	26	19	3	2
2.6 - 3.0	23	17	6	4	8	5	9	6		
3.1 - 3.5	4	2	4	2						
3.6 - 4.0	6	4	6	4						
Totals	135	100	26	19	30	23	73	54	4	2

SCHOOL IV

(Percentages based on total of 371 graduates, 1963)

GPA	Total No.	Total %	College Prep No.	College Prep %	Business No.	Business %	General No.	General %	Industrial Arts No.	Industrial Arts %
Below 1.0	1						1			
1.1 - 1.5	52	14	6	1	8	2	38	10		
1.6 - 2.0	104	28	25	6	11	2	64	17	4	1
2.1 - 2.5	80	21	57	15	5	1	18	4		
2.6 - 3.0	78	21	69	18	3		5	1	1	
3.1 - 3.5	41	11	40	10			1			
3.6 - 4.0	15	4	14	3			1			
Totals	371	100	211	56	27	7	128	34	5	1

Table 85

ALL SCHOOLS

Feelings about High School and GPA of Respondents

1 Year after Graduation

(48% of Grads responded)

How do you feel about High School?	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Liked it very much	165	36	1		13	3	35	8	38	8	45	10	20	4	15	3
Liked it pretty well	198	43			17	4	54	11	46	10	55	12	18	4	8	2
Not liked or disliked	69	15	1		6	1	30	6	12	3	10	2	8	2	2	
Disliked more than liked	24	5			1		9	2	7	2	4	1	2		1	
Disliked very much	6	1			2		3	1	1							
Totals	462	100%	2		39	8%	131	28%	104	23%	114	25%	48	10%	26	5%

Note: Percentages based on total responses to question.

SCHOOL I

Feelings about High School and GPA of Respondents (Those Attending College Only)

1 Year after Graduation

(21% of Grads responded)

How do you feel about High School?	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Liked it very much	15	37			1	2(+)	3	8	4	10	4	10	3	8		
Liked it pretty well	18	45			1	2(+)	4	10	2	5	7	17	2	5	2	5
Not liked or disliked	5	13					1	2			2	5	1	2	1	2
Disliked more than liked	2	5			1	2(+)			1	2						
Disliked very much																
Totals	40	100%			3	8%	8	20%	7	17%	13	32%	6	15%	3	7%

Note: Percentages based on total responses to question.

Table 85

SCHOOL II

Feelings about High School and GPA of Respondents (Those Attending College and At Work

(72% of Grads responded)

1 Year after Graduation

How do you feel about High School?	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Liked it very much	66	35	1		8	4	22	12	11	6	18	9	2	1	4	2
Liked it pretty well	86	46			7	4	31	16	25	13	15	8	7	4	1	
Not liked or disliked	29	15	1		5	3	15	8	6	3	1		1			
Disliked some	7	4					4	2	1		1		1			
Disliked very much																
Totals	188	100%	2	1%	20	11%	72	38%	43	23%	35	18%	11	6%	5	2%

Note: Percentages based on total responses to question.

SCHOOL III

Feelings about High School and GPA of Respondents (Those Attending College and At Work

(29% of Grads responded)

1 Year after Graduation

How do you feel about High School?	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Liked it very much	19	49					2	5	8	20	5	13	2	5	2	5
Liked it pretty well	14	36					4	10	6	15	3	8			1	2
Not liked ot disliked	5	13					2	5	2	5	1	2				
Disliked some	1	2					1	2								
Totals	39	100%					9	22%	16	40%	9	23%	2	5%	3	7%

Note: Percentages based on total responses to question.

Table 85

SCHOOL IV

Feelings about High School and GPA of Respondents - Those Attending College

1 Year after Graduation

(44% of Class Responded)

How do you feel about High School?	Totals		Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Liked it very much	58	36			3	2	4	2	13	8	17	10	12	7	9	4
Liked it pretty well	66	41			5	3	10	6	12	7	29	18	9	5	1	1
Not liked or disliked	27	16					10	6	4	3	6	4	6	4	1	1
Disliked some	8	5					1	1	2	1	3	2	1	1	1	1
Disliked more than liked	3	2			1	1	1	1	1	1						
Totals	162	100%			9	6%	26	16%	32	20%	55	34%	28	17%	12	7%

Note: Percentages based on total responses to question.

Table 86

ALL SCHOOLS

Expected Income at Age 40
Responses of Graduates in School and At Work
(39% of the Graduates)

1 Year after Graduation

Expected Income at Age 40	Totals			Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	Rank	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than $5000	35	9	5			2		10	3	11	3	8	2	4	1		
$5000 - $7500	101	27	1			10	3	31	8	20	5	21	6	16	4	3	1
$7500 - $10,000	94	25	2	1		6	2	36	9	14	4	20	5	7	2	10	3
$10,000 - $15,000	74	20	3			6	2	20	5	17	4	22	6	5	1	4	1
$15,000 - $20,000	30	8	6			2		9	2	7	2	9	2	2		1	
Over $20,000	41	11	4	1		3	1	6	2	11	3	11	3	9	2		
Totals	375	100%		2		29	8%	112	29%	80	21%	91	24%	43	11%	18	5%

Note: Percentages are based on number of responses to question.

SCHOOL I

Expected Income at Age 40
Responses of Graduates in School and At Work
(16% of the Graduates)

1 Year after Graduation

Expected Income at Age 40	Totals			Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	Rank	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
$5,000 - $7,500	11	32	2					2	6	2	6	3	8	4	11		
$7,500 - $10,000	6	17	3			1	3	1	3	2	6	1	3			1	3
$10,000 - $15,000	13	37	1			1	3	1	3	2	6	4	11	3	8	2	6
$15,000 - $20,000	1	3	5									1	3				
Over $20,000	4	11	4							2	6	1	3	1	3		
Totals	35	100%				2	6%	4	12%	8	24%	10	28%	8	22%	3	9%

Note: Percentages are based on number of responses to question.

Table 86

SCHOOL II

Expected Income at Age 40
Responses of Graduates in School and at Work
(24% of the Graduates)

1 Year after Graduation

Expected Income at Age 40	Totals			Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	Rank	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than $5000	27	17	3			2	1	6	4	8	5	7	4	4	3		
$5000 - $7500	39	24	2			6	4	14	9	9	5	5	3	3	2		
$7500 - $10,000	44	28	1	1	1	4	3	23	14	6	4	9	5	1	1		
$10,000 - $15,000	27	17	3			3	2	11	7	7	4	5	3	1	1		
$15,000 - $20,000	14	9	4			1	1	5	3	4	2	4	3				
Over $20,000	9	5	5	1	1			4	2	1	1	2	1	1	1		
Totals	160	100%		2	2%	16	11%	63	39%	35	21%	32	19%	10	8%		

Note: Percentages are based on number of responses to question.

SCHOOL III

Expected Income at Age 40
Responses of Graduates in School and at Work
(41% of the Graduates)

1 Year after Graduation

Expected Income at Age 40	Totals			Below 1.0		1.1 - 1.5		1.6 - 2.0		2.1 - 2.5		2.6 - 3.0		3.1 - 3.5		3.6 - 4.0	
	No.	%	Rank	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than $5000	4	12	3					2	6	1	3	1	3				
$5000 - $7500	11	33	1					2	6	4	12	3	9	1	3	1	3
$7500 - $10,000	9	27	2					1	3	2	6	3	9	1	3	2	6
$10,000 - $15,000	2	6	5					1	3	1	3						
$15,000 - $20,000	4	12	3					2	6	2	6						
Over $20,000	3	9	4					1	3	1	3	1	3				
Totals	33	99%						9	27%	11	33%	8	24%	2	6%	3	9%

Note: Percentages are based on number of responses to question.

Table 86

SCHOOL IV

Expected Income at Age 40
Responses of Graduates at School and at Work
(41% of the Graduates)

1 Year after Graduation

Expected Income at Age 40	Totals No.	Totals %	Rank	Below 1.0 No.	Below 1.0 %	1.1 - 1.5 No.	1.1 - 1.5 %	1.6 - 2.0 No.	1.6 - 2.0 %	2.1 - 2.5 No.	2.1 - 2.5 %	2.6 - 3.0 No.	2.6 - 3.0 %	3.1 - 3.5 No.	3.1 - 3.5 %	3.6 - 4.0 No.	3.6 - 4.0 %
Less than $5000	4	3	6					2	1	2	1						
$5000 - $7500	39	26	1			4	3	13	9	5	3	10	6	7	5		
$7500 - $10,000	35	23	2			1		11	7	4	3	10	6	5	3	4	3
$10,000 - $15,000	34	22	3			2	1	7	5	7	5	13	9	3	2	2	1
$15,000 - $20,000	13	9	5			1		3	2	2	1	4	3	2	1	1	
Over $20,000	26	17	4			4	3	1		7	5	7	5	7	5		
Totals	151	100%				12	7%	37	24%	27	18%	44	29%	24	16%	7	4%

Note: Percentages are based on number of responses to question.

Table87

ALL SCHOOLS

3 Yrs. After Grad. Changed Vocational Plans

Activity	Totals No.	Totals %	Plans Changed No.	Plans Changed %	Not Changed No.	Not Changed %
No Valid Response	186					
School F.T. No Work	132	13	48	4	84	8
School F.T. Work P.T.	99	10	37	3	62	6
School P.T. No Work	3		1		2	
School P.T. Work P.T.	7		5		2	
Work F.T. School P.T.	32	3	13	1	19	1
Work F.T. No School	121	12	39	4	82	8
Work P.T. No School	8		3		5	
Unempl. Want Work	8		3		5	
Unempl. Not Seeking	2		1		1	
Military Service	73	7	27	2	46	4
Housewife	52	5	20	2	32	3
Housewife Working	42	4	13	1	29	3
Housewife School	10	1	5		5	
In Business For Self	2		1		1	
Other	12	1	7		5	
Totals	606	63	223	23	383	39

Table 87

SCHOOL I

3 Yrs. After Grad. Changed Vocational Plans

Activity	Totals No.	Totals %	Plans Changed No.	Plans Changed %	Not Changed No.	Not Changed %
No Valid Response	12					
School F.T. No Work	15	7	8	4	7	3
School F.T. Work P.T.	12	6	7	3	5	2
School P.T. Work P.T.	3	1	3	1		
Work F.T. School P.T.	7	3	5	2	2	1
Work F.T. No School	22	11	7	3	15	7
Work P.T. No School	1		1			
Unempl. Want Work	1		1			
Military Service	22	11	8	4	14	7
Housewife	17	8	4	2	13	6
Housewife Working	10	5	4	2	6	3
Housewife School	2	1	1		1	
In Business For Self	1		1			
Other	2	1	2	1		
Totals	118	60	52	26	66	33

SCHOOL II

Activity	Totals No.	Totals %	Plans Changed No.	Plans Changed %	Not Changed No.	Not Changed %
No Valid Response	13					
School F.T. No Work	29	11	8	3	21	8
School F.T. Work P.T.	26	10	10	3	16	6
School P.T. No Work	1				1	
Work F.T. School P.T.	7	2	2		5	1
Work F.T. No School	42	16	13	5	29	11
Work P.T. No School	2		1		1	
Unempl. Want Work	2				2	
Unempl. Not Seeking	2		1		1	
Military Service	22	8	7	2	15	5
Housewife	18	6	6	2	12	4
Housewife Working	13	5	4	1	9	3
In Business For Self	1				1	
Other	4	1	3	1	1	
Totals	170	65	56	21	114	43

Table 87

SCHOOL III

3 Yrs. After Grad. Changed Vocational Plans

	Tot[illegible]s		Plans Changed		Not Changed	
Activity	No.	%	No.	%	No.	%
No Valid Response	58					
School F.T. No Work	9	6	3	2	6	4
School F.T. Work P.T.	6	4	2	1	4	2
Work F.T. School P.T.	4	2	1		3	2
Work F.T. No School	17	12	6	4	11	8
Work P.T. No School	1				1	
Unempl. Want Work	1				1	
Military Service	12	8	7	5	5	3
Housewife	2	1			2	1
Housewife Working	8	5	3	2	5	3
Housewife School	2	1	2	1		
Totals	62	45	24	17	38	28

SCHOOL IV

	Totals		Plans Changed		Not Changed	
Activity	No.	%	No.	%	No.	%
No Valid Response	103					
School F.T. No Work	79	21	29	7	50	13
School F.T. Work P.T.	55	14	18	4	37	9
School P.T. No Work	2		1		1	
School P.T. Work P.T.	3		1		2	
Work F.T. School P.T.	14	3	5	1	9	2
Work F.T. No School	40	10	13	3	27	7
Work P.T. No School	4	1	1		3	
Unempl. Want Work	4	1	2		2	
Military Service	17	4	5	1	12	3
Housewife	15	4	10	2	5	1
Housewife Working	11	2	2		9	2
Housewife School	6	1	2		4	1
Other	6	1	2		4	1
Totals	256	69	91	24	165	44

Table 88

ALL SCHOOLS

Changed Vocational Plans

4 Years After Graduation

	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Yes	221	35	22	11.3	51	19.6	32	23.7	116	31.3
No	415	65	98	50.0	118	45.4	41	30.3	158	42.6
Totals	630	100%	120	61.3%	169	65.0%	73	54.0%	274	73.9%

3 Years After Graduation

	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Yes	224	37	53	27	56	22	24	18	91	25
No	387	63	70	36	114	44	38	28	165	44
Totals	611	100%	123	63%	170	66%	62	46%	256	69%

2 Years After Graduation

	All Schools		School I		School II		School III		School IV	
	No.	%	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Yes	220	35	45	23	64	25	22	16	89	24
No	424	65	69	35	130	50	50	37	175	47
Totals	644	100%	114	58%	194	75%	72	53%	264	71%

SECTION FOUR

I. Representative Comments of Graduates from Four High Schools Taken from Questionnaires.

Representative Comments of Graduates from School I
(All Quotes Are Exact Words)

1. Counseling

"In regards to the counseling staff, I do see need of improvement. I realize it is important for graduating students to learn to assume responsibility for themselves, but to credit the senior in high school this task for the entire year is too sudden a transition from previous years. It is quite beneficial to the future college student to recognize some of his problems of future education while he is still in a position where he can correct them. I believe it is partially the counselor's responsibility to aid him in this recognition. In accordance with this suggestion, I would like to see counselors being alloted more counseling time with students. Students should also be encouraged to utilize this opportunity by initiating conferences with their counselors. Perhaps by advertising a few of the future problems that students can anticipate in college would provide this encouragement."

"I feel it would be difficult to improve upon the counseling system in operation during my high school years. Everyone assisted at school, including the administration."

"Each person has to make his own decision regarding his future. A counselor can give guidance but the student himself must make up his own mind. I decided, my counselor showed me what to do about it. My counselor was very helpful."

"I believe counselors have too great a load, including other than counseling duties. They pay too much attention to the potential dropout student and the student getting poor grades because of the great demand of these students on the counselor's time. They can't give the time needed to the average student who is also confused about his future."

"Please do not inform the students or push them to go on to college when they are not equipped to do so, but maybe suggest a vocational course at a junior college. And for those who can go on to a four year college, do not push them into a junior college. When I graduated from high school, it was suggested that anyone who didn't go into junior college committed the prime evil sin. I realize that the State of California is trying to establish the pattern of first two years at a community college, then go in to a four year institution, thus allowing the four-year college to expand and be relieved of the burden of beginning courses for freshman and sophomores, buy why force someone to go to a two year college when he wants and can, get into a four-year college?"

"I don't think high school really helped me about the decision for my future goal. I needed to find out things for myself. I found that when I go to college I had absolutely no idea of how to study. In high school I got better than average grades without really trying very hard. I realize now which is too late, that if I had studied more in high school I would have had very good grades there and I would have learned to study. Actually my classes in high school were not very hard - for example, my Current Problems class was very simple. All I ever did was read the chapters and I got a 100 on almost every test. In fact, I ended up with more points than possible for the year. It wasn't because I was smart either. Anyone could get an A - except for those who just didn't care. In all of my years in high school I never once had to even do a term paper and I had very very few essay tests - which would have helped me very much."

" I feel the guidance counseling favors those who are going on to college. I felt, however, I received sufficient guidance in my high school years."

"In the guidance and counseling program of the future my suggestion would be that they give some of the problems to the students themselves - student court - and also that the counselors, teachers, parents and students spend more time together discussing their problems instead of leaving it up to maybe the counselor or teacher to straighten things out alone."

"The counseling I received in high school was the best I could get even though it didn't help. However, it did make or help me to understand how important it is to indulge in what I really wanted in life. Now I'm working at something I love. It's what I've been searching for and I plan to make it a career."

"I had weak counselores in my first 2 years and couldn't make any decisions, but my last counselor was extremely helpful in getting me started in college."

"Although I don't feel that I had proper counseling, it was very good for many of the other members of the class. When I went to see my counselor I never failed to get the feeling that he was trying to rush as many students through his office as possible."

"I am very satisfied in my vocation and I'm thankful I did take commercial courses. I am really satisfied and happy in my secretarial duties. I received enough guidance in high school to enable me to make a 'right' and 'lasting' decision."

"A counselor should be allowed to have one group of students for their entire high school years."

"If a student does not have the aptitude or the drive to learn advanced subjects in school, he should not be pushed or forced to take these subjects by his parents or counselors. A person who is forced to do something will usually resist the efforts of the persons pushing him. I am sorry that I didn't take more of an interest in school. I only wish that people had tried to get me to take an interest in the more learned subjects and not forced me to them."

2. English

"Stress composition with limited time for writing and no foreknowledge of topics."

"More practical English course."

"More attention should be given to writing composition in your Senior year. Too much emphasis is put on the reading of literature and not enough on grammar and writing."

"The English Department needs much improvement. In all my courses at college, they emphasize English."

"I'm learning more in English 200 here at college than I ever did in all my English classes put together throughout high school."

"Students should have to write more essays. There should be considerable emphasis on grammar and its use."

"I think that an English grammar course should be set up in high school for students that are having problems. This could be a self-study course like it is at college with teachers being free for consultation during specified times or else a regular class to replace English literature."

"I do not think that enough time is spent on effective writing in the English classes. Students are unprepared for amount of compositon that is required in college. In no one class is the procedure for the writing of term papers taught."

"English 4 in high school is the poorest excuse for college prep that I know of. English A should stress composition work. Such as stressing the types of compositions. When a composition paper is handed back it should be marked as not only grammatical errors but on the structure of the paper as well. Does it comply with 'descriptive' requirement, etc. My teacher was nice, but I didn't learn a thing in that class that helped me in college."

3. Subjects

"I would like to see a course started in basic psychology. This type of knowledge can be applied in almost any field of work and would also be useful in the home."

"I think high school was of great value. It gave me a good foundation for college but I do think that there are some classes that can be included in a high school curriculum that are now given at college, such as psychology and a course in Marriage and Family Life. I don't think they are too difficult for high school people and I actually believe that these two classes in many cases are not given early enough to be of any benefit to the kids."

"I think that even though a student plans to go to college he should be able to take some electives along with his other subjects and also that this should be encouraged. They will never know when they will use the other subjects especially if they change their plans. They will have something to fall back on if this does occur. As in my case, the electives that I took were very helpful."

"Looking back on my high school instruction there are a few things that I wish I would have had time for or else made time for in my over-all program. This year I am living away from home, and since I am of the male species certain difficulties have arisen. A course in home-education (I know this course is available) would have been extremely practical, even to a student on a college preparatory program. Also bookkeeping (budgeting) and possibly typing because they are both hard to learn by experience. It is difficult to obtain instruction in these areas after high school because of various factors. Again, in my personal experience, I feel that instruction in these practical areas would have been very beneficial."

"I don't feel that all the change should be at the high school level. Grade schools should increase the material covered and a strong emphasis placed on reading. High school math should be what college level (1st yr.) is now as well as history, english, and sciences. As for students aspiring blue collar jobs, separate levels of math, science, etc. should be made subject matter pertinent to the technology that they will encounter. A general business course should be added as General Education (covering income tax, principles of economics, financial management, etc.)"

"By limiting the amount of personal freedom and choice in high school, the student is in a quandary when it comes to budgeting his study time, social time, etc."

"Not enough teachers in high school, budget their class time between, lectures, discussion, outside materials, etc."

"Less emphasis should be placed on note learning on tests, in order to study a more complex branch of a subject, the basis fundamental again have to be learned, and this by something more lasting than memory."

"Lecture courses in high school are extremely beneficial to all students planning to go on to college."

"Put more responsibility on the students. Let them worry about their own grades. Have the instructors to give assignments once and if they are having troubles, have them go to the teacher for help. Don't lead them around by the hand. Have them go at it in their own way and ask for help if they need it."

"Students should have and use the ability to be leaders in high school. They need to develop self-sufficient attitudes toward life. This will prove extremely valuable in the years following graduation. Upper classmen should have privileges pertaining to this aspect - make decisions; develop an adult attitude."

"I feel that the program at school was most adequate in preparing one for college. Unless conditions have drastically changed, English is the only areas for concern. I believe that one can make the most of courses offered there in preparation for a higher education."

"I now feel that there should have been more note-taking in college prep courses since all courses have and consist mostly of lecture which is where your tests arrive from. Also, more emphasis should be put on long reading assignments in the Senior year. I never had a three chapter reading assignment between class in high school. (Monday & Wednesday & Friday classes)."

"A reading class in high school would really help out a great deal. I'm taking a reading class now. I'm learning to improve my speed and learn what I'm reading at the same time. I think this class would really be helpful."

"Since I've been going to college, I have realized (almost too late) that the teacher only tells you once what he wants done. I think that students should be subjected to this. They should also be taught or told once that they have to do things on their own in order to get a good grade in any class. The student should be only told once what is expected and then it should be up to the student to do the rest."

"I believe a person can learn much more from a lecture class than from a book, if he has a good teacher. I would like to see more of these classes available, but only if the teachers can qualify both in knowledge and personality."

"If possible, I would like to see classes started about different cultures in history, such as Roman History, or Egyptian History, etc., instead of trying to combine it all in one class - World History. This way, a person could take a segment of history in which he is interested and study it in detail, government, dress, habits, architecture - instead of merely learning generalities of several civilizations."

"I feel that when a student is in high school, he is given a fair amount of homework, but I definitely think that those students in the 'A' classes, who are planning to attend college, should be given more long assignments. This student should be prepared to discipline himself, study-wise more before entering college. I find this has been my biggest problem. If a student is definitely not planning on attending college, he should be given more practical courses such as shops, homemaking and practical English for everyday use."

"A philosophy course might be useful; expansion of offerings in History and English Departments would be quite useful. A fine Arts course might also be good."

4. Other

"Generally speaking, however, the prepartion that I received at high school was, in many ways, far superior to that of many of my present colleagues. The most important factor is not merely course content, but the attitude of instructors and students, the friendliness, informality, and free expression which were common whereas these factors are found lacking in most supposedly superior preparatory schools. The spirit of education, rather than the actual education itself, is, I think, the most vital part of my training received at school."

"My past years experience has been only with the military. I cannot say I agree with all of the concepts of the military, but I do believe that it is an excellent opportunity for one to mature and make good sound decisions not to mention the wonderful opportunities for training."

"This year I finished Barber School and am now working at a trade that I do enjoy. Never before had I enjoyed any of the work I had done. I had always worked at menial jobs and, for the first time, I'm working at a job I like and one I'm sure I'll be successful at. I've had many jobs, am in the Army reserves and have never had a prosperous year or even a fair one financially since I left school. I tried my hand at college but because of personal reasons and my belief that college demands a certain personality, I never continued. High school, I believe, has pampered and isolated the student to such an extent that upon graduation he still hasn't learned responsibility and most important, the ability to think for himself. As I've said previously, I think this is a tragic mistake and I believe the fatality rate in our colleges is proof of this. It's almost as if your in a cage all your life then suddenly let loose. I believe psychology should be taught in high school as I believe this could be very beneficial to every child growing up. I also believe that students should not have to depend on their teachers on matters that involve themselves. (Example: homework, etc.) This is difficult to put in writing, but what I'm trying to say is that a student upon graduation should know himself better, be more independent in regards to making decisions, his future, his aims, goals, abilities and flaws. The child today is so pampered, he is told when to do it, how to do it, why to do it, and so constantly reminded that he doesn't have to bother to think for himself. Then he goes into the working world upon graduation and finds he has made it all by himself. Self independence could be taught without a slack in discipline. I believe this would be a terrific step in preparing the students going into the working world."

"Since I have answered your last questionnaire I have become a Medical Steno and I enjoy it immensely. The work is fascinating and so very interesting and I have learned a lot in the educational aspect, as well as life in general, people and what makes the world go around to be very brief. I think these follow-up questionnaires are worthwhile and interesting in that the interest of high school staff of students leaving school are highly admired. Thank you for your interest in our graduating class of 1963. I hope your response from our class was helpful."

"The greatest experience would have to be for me, being able to work at my profession. After completing my formal education, after my diploma was handed me, I realized with a shock that I would have to start accepting responsibilities. I would have to put my education to work. High school and college were security, a kind of womb. All of a sudden there is no set plan for 'next year'. There was a world out there, sometimes cold and cruel, sometimes warm. But judging. Always judging. I guess I was one of the lucky ones. The field I chose presented no problems when I sought a job. Having the degree was very beneficial also. I'm happy in my work and have no regrets at having followed the course I did."

Representative Comments of Graduates from School II

1. Counseling

Out of State College
"Would suggest more tests given (occupational type) everyone should be compelled to see counselor at least twice a year. All four years of high school."

State College
"I understand counseling, but what specifically is the guidance? Field? Overall, I believe the counselors were invaluable. I feel that they really understood us and our problems. They had the ability to put themselves in our shoes and reason with us. If I had had a real problem, I wouldn't have hesitated seeing them. I was very thankful for the aid in the decision of attempting a credential, and also in what my field would require."

State College
"Schools need better trained counselors, e.g. trained in testing and psychology, each school district shoud have, at least, one trained psychologist for aiding students with personal problems.

Military
"I'm afraid that I personally made very little use of the program. I do feel, however, that individual teachers should be encouraged to take as much person-to-person interest in students if at all possible. Such efforts as the 'Team-teaching' programs being initiated at high school during my years there did very little to promote any degree of teacher-student familiarity...Very unfortunate, I think. I think that the 'ways and means' to get to college would have been helpful, had they been impressed upon my thinking."

Military
"Having taken almost all academic courses while in high school, my education doesn't often relate directly to the personnel work I'm doing aboard this ship. However, the good English background picked up during four years of that course comes in handy in letters that I do from time to time. The general educational background in itself makes life aboard this ship far richer than it would have been otherwise."

Goal - Juvenile Probation Officer
"My counselor didn't help me in any way. I feel a good idea might be for the counselors to have some of the catalogs the colleges put out so the students could get an idea what colleges have to offer. I know this would have helped me. I was shocked to find out how many vocational programs some colleges offer. Knowing this while still in high school would better prepare a person for his future."

State College
"The counselors should have a broader knowledge of programs for study in various nearby colleges. She should be prepared to help the student in deciding which college would be best."

Housewife
"The counselor, I believe, should help the student achieve what he wants not what the counselor thinks he can do. If the vocation the student picks does not require college education, then the student should not be encouraged until he is confused to go to college."

Junior College

"I think the counseling program would benefit the student more if they had regular appointed (mandatory) times for counseling. I don't know how this would work in a public school, but this worked excellent in my first three years in a private school."

Private University

"Mainly, I would suggest counseling more for those students who do not plan on going to college, particularly to keep him from dropping out. The whole guidance program needs re-evaluation and re-programming, particularly in the selection and training of adequate counselors."

State College

"For me the counseling program was of no use. I knew what courses I was required to take, so when I saw my counselor, I told her what I was taking. I never asked what I should take. However, if a student does not know what he wants to do or what courses to take, I think the counseling program can be a great help. If, and ONLY if, the counselors have been properly trained and devote their entire time to counseling, not part time counseling, parttime teaching."

2. Curriculum and Specific Subjects

Housewife

"English, typing, and other business courses have been very valuable for my job. Wish I could have had more English literature, speech, practice in writing term papers -- they would have been most valuable in my future plans to go back to school."

Housewife

"The senior problems class has been of great value to my marriage...The Catholic priest who married us presented the same information in the marriage and family section."

Housewife

"The math and typing was especially useful."

Working-Clerk (Office)

"Business English and typing were very valuable. Shorthand II would have been of value."

State College

"More reading training and an introductory statistics course which applies to business or general math has an importance in college that is not emphasized in high school."

State University

"Shop courses and drafting and math and physics were all helpful."

Housewife

"English, I am helping my husband fully understand English which he is taking at school this semester. Other subject such as bookkeeping are also helpful."

Junior College

"My college preparatory courses in high school help to give me a pretty good background for most courses in college. (not too much help in the business field though)

Military

"Science, biology, typing, English."

Representative Comments of Graduates from School III

1. Counseling

Junior College, Male
"If only I had seen my counselor more often! I didn't prepare myself for any vocational goals; I wish I had of done so."

Private University, Female.
"High School training is a beginning--however there was too much emphasis on learning facts rather than learning how to think! Facts become outdated, thinking never does.

Counselors should be just that and not part-time teachers and part-time counselors. They are over worked and cannot do either job well. A counselor should bridge the gap between teacher and student.

Experience opens new doors and shifts our plans. Exposure to various kinds of employment and their opportunities would be the best preparation for a high schooler. Perhaps more career days are in order. School sponsored visits to various places of business would also be beneficial. Then a student could make a wiser decision."

State University, Male.
"My counselor and teachers were great. I'm not exaggerating one bit. It's not that they taught many things of 'importance', but they were very helpful in all respects while keeping a griendly atmosphere. They were adult friends eager to help any student. I understand from my brother that many new teachers were hired recently at school. All I can say is that if these new teachers can be as human as possible and react as humans, instead of mechanical ruler swatters, then high school still has a good group of educators. My high school teachers were truly all-right people. I was shown many possibilities for my future by my counselors and teachers. I asked questions; they answered as best as possible. I was shown many routes, but I chose my own. What more can I ask for. I left 24 true friends when I graduated in 1963."

Junior College
"The counselors and students should get together before their senior year in determining what they will do after graduation so that the students will not go thru high school taking only what is required and then try and make up for it when it is too late."

Working full time. Male
"I think in guidance and counseling there are just too many duties for the average counselor. It was hard to see our counselor and then we had very limited time."

"The general training in high school has helped much more than my classes of study. Now I can see the importance which was stressed in being punctual. Penalties for tardiness, the importance of being where you were supposed to be and doing what was required. Working in a large office shows how many people miss the point in school."

Working full time. Male
"I think there should be more help on programming courses. Students with advice of counselors should decide on classes of interest and classes that will help in occupations as well as what classes would be good for you...higher classes of math, sciences, foreign languages--maybe classes of such nature would not help or interest the student with his future occupation."

2. English

Junior College
"I think they should cover more material in Chemistry and Mathematics. I don't feel that the high school chem. and math I had was enough to prepare me for the college chem and math that I'm taking now. But I feel my high school English and social studies classes were very worthwhile and meaningful."

University

"The best class as far as preparation for college life, I feel, is English. Perhaps classes should be based on college standards for the students intending to continue their schooling--I don't know.

Most important, I think all the classes should be raised in standards. Make it mean something to get an A!"

State College

"I feel that most students attending college now which have graduated from high school just a semester before college are handicapped in their English ability. I think that English programs should be more advanced in writing and reading for it is the basics which helps toward high education."

Private University

"The English area has proven least useful because of its inadequacy. If an English course could be offered on a more intellectual level for future college students, I feel it would be beneficial. Writing and expressing thought should be dealt with much more intensely. This is the area in which I am most lacking and, unfortunately, it seems to be the most important at the present time. Social Studies, I feel, should also be more thought provoking. It seemed to me to deal with facts rather than ideas."

Private University

"More emphasis should be put on English and English composition. Being able to express yourself in papers helps you in every class in college. When there are only two essay tests and an essay final in a course, it is imperative to have training in writing and extensive training."

State University

"English classes should be much harder, with an emphasis on writing."

Private University

"I was in the University preparatory program and feel it was sufficient in preparing me for college. In fact, some of the books I read for Senior English are the same as the ones I've had in classes at college though we do probe a little deeper now."

3. Occupational

Working Full Time

"I wish that I had really got down and studied what the teacher was trying to teach in elect. shop and raido shop. For I know now that every thing he said in class was really the truth about after we got out of school well will need this training."

Working full time.

"I think they should have more job training programs for different kind of jobs."

Working full time, male.

"I think you should have a type of apprenticeship course in Carpentry, sheet metal and a few other job occupations...a course that would go more deeply into the occupation than Wood Shop or Metal Shop. Have lectures, films, and a work shop to where they could more full understand the trade."

Office Clerk. Female

"I majored in business my complete four years of high school. My high school training has been a great value to me in so far as my job is concerned. The student body of high school couldn't have a better counseling staff as far as personal problems and making the correct decisions goes."

Working and Housewife

"All I wanted after high school was to be married. I thought beauty work would be a good time killer. You see, I was under the mistaken impression that after I married I would not need to work...I hate my job, but have no definite training to do anything else. Beauty work is too hard, physically, for me. My present job is boring and simple. A five year old could do it easily. But we need the money that I bring home. One income is not enough."

Working full time. Female

"I did not know about the working world or its responsibilities until I started working."

Working full time. Female

"After high school I took a test to see what I was most interested in, and it was nursing; if, I would have known that before I got out of high school, I think I would have made a better start."

4. Curriculum and Specific Subjects

Working full time

"Show the students that the courses that they are taking will be very important to them in the future. It's hard to realize this when your in school."

School and working part time

"I think the greatest education I could have attained was done so, because I attended this high school. I wish more of our high schools had as great an opportunity to provide the fabulous education that one may from this high school".(name of h.s.)

State University

"There should be more emphasis on oral participation in such courses as Social Studies, English and Foreign Language. There should be more emphasis on analysis of what the student reads and hears in class (i.e. reasons for, consequences and significance of various events and ideas), rather than just the learning of facts. More individual, original thought should be required of students."

Working Part Time

"There should be an improvement in English and more students should be encouraged to study as much Math as possible in the four year period. There should be included in the program a class for all students! A study of world affairs as they happen. A more conclusive study in psycology. Students should be allowed to study psycology beginning in their junior year. The Seniors should be given a special class in how to get a job and how to keep it. What it really takes in this adult world to survive. Juniors should be given a test in the latter part of there junior year to if the know enough about english if not, they should be made to take Senior english."

Working full time. Female

"I really enjoyed answering these questionnaires. They have helped me and I hope they have helped you. I feel I had a very good education at high school. Especially the business courses I've taken. I am now Bookkeeper and Head Cashier at a clothing store here. All I have to say is keep stressing the importance of education."

Working Full Time. Female

"High School offered excellent Business courses; however, I did not take advantage of them. I took college prep. My English and Journalism courses have helped tremendously with my present job as a Secretary-Receptionist-Girl Friday."

5. Other

Married, Student

"When I first came to this school as a transfer I was surprised to see the attitude the students had toward the faculty. There are many fine teachers all of which are very qualified, but in order to teach a student the student first has to have respect and confidence in his teacher. In my last year as well as the other year, in my classes the students wood just laugh at the teachers, not taking anything they said seriously, therefore, they didn't really learn anything at all. The High School I attended before was rated the highest scholastically in the district and I feel this was so not because the students were smarter, but because they had respect for there teachers, when they came to class they came to learn not to criticize or make jokes. Even the students who would normally cause trouble would settle down in class and lisen as well as learn. I feel that this school's highest problem is between the teacher and the students. If the teachers wood work a little harder to gain respect from his students I think the solastic rating of the school would come up. There is one member of the faculty that is a good example of the students respect and that is the principal. He's strict but he's still won the respect of every kid at that school."

Military

"I think our school was a great school from the office and faculty of teachers to the average students. The teachers in general tried to prepare their student for life and at the same time add a little color (enrichment). Generally it was a "good scene."

Dropped J.C. Working full time, male.

"College was too much like high school in that you had to take the required courses. I feel now that if I had concentrated on what I liked instead of trying to get a diploma I might of liked college. I wanted to go into the business field, but my counselor advised me to take all these required courses. I just got tired of the same old thing, so I dropped out."

Representative Comments of Graduates from School IV

1. Counseling

Junior College, Male.

"I feel that the assistance and information was available to me, but that I didn't know this and that I had not decided upon what I intended to do. The counseling program should inform the students, especially juniors and seniors, about what information can be provided as far as colleges, vocational courses available. Each student should be urged to take the Strong Interest Test, and have a personal meeting with the counselor after the results are available."

State College, Female.

"The counseling program in high school gave a great deal of personal attention to the student - much more so than college. Now that I'm in college I often miss this relationship with a counselor. I have found that the help I received in high school was very valuable in planning my future. My future plans were decided by myself - I got little help from my parents because they felt the choice was mine to make."

2. English

State College, Female.

"English in high school I enjoyed and did well in. I thought it had advanced my knowledge of the English field - and it did. But on entering San Jose State I failed the English requirement and took bonehead - in further English classes I had B's - but one semester I felt was wasted. Whatever the problem, it should be corrected."

Private Eastern College, Male.

"Needed much more experience in analysis and analytical reading."

State University - out of state -, Female.

"The homework was hard during high school and it has helped me to be able to study in college. I can think of no high school course that is particularly related to courses I am and have taken in college except English. However, my training in English turned out to be a hinderance because the style of writing in a college paper and a high school paper are directly the opposite."

State College - out of state.

"The English Dept. should stress more of composition writing which would be very beneficial to the college bound student."

Private University

"I think an intensive reading program implemented into the English Program would be most helpful in preparing a college student."

"I think the English Dept. should explain better the purpose in theme writing and how it will help the student in college or a future job."

Private University

"I think that there ought to be a more advanced English program. My English background compared to that of my classmates here at the University is scanty. In my senior year I took Composition and Developmental Reading rather than English IV, but I still feel that there should be some way to increase the average students literary background."

Junior College

"More stress on English because in college nothing is more useful - in all classes. More chemistry should be included in Biology."

University - out of state.

"Require 4 years of English with more emphasis on analytical writing."

University - out of state.

"The most vital asses to a college student is to be able to express himself clearly and correctly. I am convinced the only way to correct and effect self-expression is through practice and discipline and such opportunities are markedly lacking in the high school curriculum. Revision of the English Dept. which would place more emphasis on writing and less (although not to be completely disregarded) stress on classical plays and literature. I have found that without being able to write effectively and correctly, not only in English, but in every other college course, the student cannot succeed academically in the college situation."

Private University

"English training could be improved greatly. College work requires much higher standards than that which high school prepared us for. Stress good study habits.

Junior College

"Stress essay writing, outside reading and the practice of an importance of setting-up homework schedule."

Junior College

"More emphasis on writing essays, all phases included. A comment on my first English paper emphasized this. 'You don't have the usual problem with structure and mechanics as most college freshmen.'"

State University

"English need toughening. I could have used more and longer essay assignments."

Junior College

"I think that the English Dept. needs revision. Fewer classic novels and plays should be read. Essays that deal with important problems of our present age should be read, discussed and tested upon thoroughly. One good text for this is Toward Liveral Education.

State College

"Students should be taught how to take notes from lectures, keep an organized note book and the proper way to organize reference notes and write them up for term papers. I feel it would have helped if there had been more training in reading comprehension, speed reading and vocabulary. This seems to be a problem to quite a few high school students."

State University

"The importance of a sound background in English cannot be overemphasized. Familiarity with symbolism and an extensive literary background are imperative. A speed-reading course would be beneficial in all fields."

Junior College

"More stress on how to study in the early years of high school and more stress on the usage of good grammar."

3. Occupational

Junior College, Male.

"The present high school program is geared to the student who plans to go on to college. It might be good to have more voactional courses so the student who does not plan to continue his education will be more suited and prepared for a job after graduating from high school."

Private College, Female.

"Information needs to be available on more voacations, occupations, what is involved in certain jobs, what they require; up to date and somewhat detailed.

Vocational testing should be available. I myself had pretty many tests because of a group I was in with the school psychologist. I think these tests help give you an idea of what you might do, what you're strong in - - - and what college might be best for you; therefore, I think many students aren't too much aware of these tests and if they are available or not."

"More specified programs for students not going on to college. Trade shops, business courses and opportunities."

Junior College

"High school leaves the graduates almost unprepared for any kind of work. Many students should not go on to college, but because high schools are geared to fit the needs of those who do plan to go to college, there is a pressure to go on. Courses in Public Relations might be good. Another thing might be for more students to take interest finder. This might help them decide whether they sould terminate academic schooling with high school or go on to college. I think the most important things are: People should be made aware of their abilities, the various apportunities sutied to their abilities and there should be a program for students to prepare them for work."

Junior College

"The present high school program is geared to the student who plans to go on to college. It might be good to have more vocational courses so the student who does not plan to continue his education will be more suited and prepared for a job after high school."

Junior College

"This school (School IV) as a whole appears to be far above other high schools in this area that my classmates have attended, especially in special courses and advanced study. Our vocational sections could be more extensive though, for the students not planning to go on to college. Most of all, I think the guidance for students could be better. I knew what I wanted to do and where I wanted to end up before entering high school and, as a result, I took courses that have helped me. But many seniors suddenly realize they didn't have enough of the required courses to go to the school they wanted because their counselors hadn't told them the requirements."

"It seems it would have been beneficial if special vocational classes were offered."

"In my opinion the high school should offer more training and programs for students who do not plan to attend college."

Working, Female.

"Our high school is largely composed of academic courses, which are of great help to the future student. But, in my own opinion, I found it very lacking as far as preparing anyone for a job. I first realized this when, still in great confusion about future plans, various representatives from companies came to the business classes and explained the requirements for employment in their companies. As far as I could see, the only jobs that would be available for me, were jobs of no real consequence! So, I immediately put in my application for junior college. As things turned out, I was forced to take a job anyway, and I'm still hoping to take some night courses which would help in my present secretarial work.

I have talked to a few high school drop outs, and so far, I have only seen two genuine reasons for their failure to complete their high school education. The first, which is really not the fault of the school, is that there is either a want or a need for money on the part of the student. The second reason is that the student is just bored with school, either because of the quality of the courses offered to him, or his failure to obtain a passing grade in any of them. I have put the blame on the school in the case of the second reason. I feel that if the student was offered a chance to obtain work experience, and at the same time, receive credits on the basis of his or her performance in that work, his desire to drop out would eventually fade, and the experience gained through his work, would open a broader field of opportunities for him."

Working full time, dropped Junior College, male.

"If someone had helped me figure out what my desires were for the future, then given a few suggestions for jobs concerning these desires, explaining the jobs, duties and future, giving examples of others in the same or closely related jobs (they need not have been all true as nobody knows someone in each position) and then give pros and cons concerning the job itself, I feel I may have worked harder or at least taken courses closely related to the job."

Housewife, dropped Junior College.

"More information about a wider prospect of Vocational fields could have been made available by the teachers and counselors, more visual aids about (ways) choices of life. Perhaps even field trips to different factories, training (apprentice) centers, laboratories; and yet the final vocational choice is up to the individual, and in the end he will make his own personal decision."

Junior College and working part time, Female

"I think there should be more classes to provide familiarity in vocational training. Boys have mechanical training which they can use to work in gas stations, etc. and girls have homemaking classes but I think that if other classes were offered even if they aren't in the college prep. program it would encourage kids to try different fields. Some suggestions might be a class to encourage vocational nursing or pre-med., social work including some sociology, psychology and actual case work information. If a student can get a first handview of a field that he thinks interesting but doesn't really know too much about he may get the incentive that will carry him through all the "preparitory" classes that he may not find too interesting."

Private University, Male.

"I think more technical skills should be taught for students who need down-to-earth training for jobs, not idealistic mental exercises which make them unsatisfied with any job."

Junior College, Female.

"I think that the high school student should be required to take a vocational guidance course in high school. Many kids are not geared to college, yet they enter and fail. A vocational guidance course would be designed to introduce other possibilities in our modern society that would secure a responsible position in the (work) world and acquire without college training; with the technological training he may be much more of a success."

4. Curriculum and Specific Subjects

"I am enrolled in a Music Appreciation course now and some general appreciation course in high school would have been very beneficial. The same holds true in Chemistry - The students who had a 'Chem Study' in high school are far excelling the rest of us. Couldn't a program be started along with PSSC, SMSG and BSCS?"

State College

"I have found that my high school education was quite a good preparation for my college life. Because of the good teachers and high degree of quality offered at our school my transition to college work has been much easier."

State College

"More science should be required in high school. One year is not enough."

Private College

"In advanced Math, senior year, we were forced to analyze problems through use of logic, a method not taught extensively in any other course I took. In college I have found logical analysis a necessity to each of the 5 subjects and I find I can readily fall back on the concepts of logic learned in Math. Through the mechanical drills on vocabulary and grammar in the 2 years of French I had at our school, I developed a strong base in French which put me above most of the students at my level at college. I think the part of the high school program that has hurt me most is the lact of background in analytical reading. This should be a part of the English Program. In English and Political Science we are to use inductive reasoning, finding specific facts and from them deriving the analysis, not the careless, deductive approach I was taught in high school."

"I feel that every student should have some crafts and drawing. You can't t make college without it. More time should be devoted to Calif. State Govt. Note-taking should be included in the English program."

State University

"More intensive foreign language courses are needed in preparation for University language courses. English, with much emphasis on written expression is vital. Perhaps it should be required for four years. Also, reading comprehension and speed reading are essential skills in college work. An 'honors' course in foreign languages (similar to those already offered in English and Math) could help college preparitory students."

Private College

"I feel that the level with which all the subjects were dealt was not thorough enough. The Social Studies courses didn't even give me a skeleton of chronology or basic concepts. I would suggest that the Geography of the Freshman year be replaced with a study of Ancient History; the second year be devoted to World History with emphasis on Europe and Asia; the third year remain as is with U.S. History and the fourth year remainas is with choice. The geography should be included in all four years. In addition, some attempt should be made to introduce philosophy in each area. The importance here being to introduce the student to the basic concepts and events. I would really have appreciated and benefited from a general idea of Western Civilization and the philosophy, religion, art, literature, drama and music which is so important for an understanding of ourselves as well as history. This would have to be on a very elementary level but it would acquaint the students with basics which every well educated person should be familiar with. In addition, I think this would relate one year's study with the next and after four years the student would look at the social studies as one unit of study, rather than four years of non-related study. In English a similar program would be very advantageous. The first year being a study of fundamental skills and composition. The second year be a study of World Literature with an emphasis on ancient works such as the Iliad, and dramas as Media, Oedipus Rex, etc. This second year should include Shakespeare and the Classics. This again would be very elementary. The third year could then go on to modern literature. And the fourth year should be choice as it is to give the student a chance to work on any area he feels he is weak in, or that he would like to develop.

I think that in general I would like to have had a coherent impression or acquaintance with world history and literature. We have received these in a way, but the general organization of the courses is weak. Also, the geography course in the Freshman year could be so much more worthwhile if that time were given to Ancient History. In English, after fundamental skills, grammar and composition were studied, they would be constantly repeated in the following three years. Writing essay on Media etc. would put a responsibility on the student to write well as well as his learning about literature.

I don't think high school was hard enough. At college I am doing much better because I am really challenged and am forced to push myself."

State University

"The quality of the teachers is most important. Science was a poor experience in high school because of the teacher. The only constructive suggestion I can make is to have more accelerated courses, and offer a broader range of Senior Social Studies electives and possibly special electives for underclass men, too. Areas such as philosophy, and art and music appreciation would be good; these areas are really neglected."

"If math would have been made so I, and I am sure others, could learn it and understand what we are learning, I would be in college now studying science. I am not a fast learner, and if I could have only had time to learn Math, I am sure I could have; but thanks to teachers who give 'busy work' (not to learn but to keep busy) I was unable to fully comprehend any or all of the Math I was given as homework, and hence cheated on tests to pass it.

I wish there was something that could be done, but I am afraid it is just too late for me and others like me. Those, probably like myself, hate school. The only subjects I did not hate were Science and Typing. My desire to be a Bacteriologist will not be fulfilled because of my lack of understanding Math."

"The French I took in high school has given me an excellent start in the advanced French course here at school. In fact, I would say that I had to work about 3 times harder last year that I do now to meet the requirements of the teacher. The English taught in high school just cannot be compared to what professors expect of a college student. I've found that any English I have taken in high school has not helped me at all. I don't think four years of P.E. is necessary. I would have rather spent my time learning something else."

State College

"I feel that more Science and Math should be made manditory. A freshman student is literally lost without a good basic foundation in science, as it crops up in so many of the courses offered. Chemistry, Physics and Geology are courses which are vital to a Freshman. Girls have a tendency to skim over these courses as they don't feel they will have a need for them."

J.C. College

"The business courses I took at school were very helpful to me. I was able to obtain a job in an office because of my training, and in college I was able to start with the more advanced Business courses offered. Although the business program is quite complete, I feel that a second year of shorthand should be available. Furthermore, vocabulary should be stressed more in the English classes - not just short tests once in a while, but frequent tests over the same words so that they won't be quickly forgotten. Also, more oral reports should be given so that upon entering college or the working world, the students will be able to express their ideas in a logical manner in front of large groups."

Junior College

"The Language Dept. at our school was very useful because of the way in which it was presented. A good faculty administered the courses which makes or breaks a language dept.

The English Dept. is least useful because of a lack of good grammar background. also, because of a few poor teachers who cared less about teaching than anything else.

A more restricted course of study would be beneficial."

State University

"The only constructive suggestion I can make is to have more accelerated courses and offer a broader range of Senior Social Studies electives, and possibly special electives for underclassmen, too. Areas such as philosophy and art and music appreciation would be good; these areas are really neglected at high school."

State University, Female.

"There should be more courses dealing with introducing students to music, art, philosophy, literature, history, and current affairs. In the first year of college I became aware of how ignorant I and other high school graduates were, and how easy it would have been to have had some familiarity with these subjects."

5. Other

Junior College, Female.

"High school training was of significant value. It has helped me by giving me a fundamental background for studies. I wish oral expression was stressed more and analytical reading, etc."

Private University, Male.

"My only criticism, by way of reiteration, is this: somewhere in the college prep program an effective speed reading course should be offered. I would think such a course would be very valuable."

Junior College

"The only suggestion I would have is for the teachers to make the students learn how to study on their own by giving assignments ahead and leaving the rest up to the student. This might better prepare them for college studies."

State College

"I found in college that the tests are different and I feel that by the time you are a senior the work should be more conducted to the way of college classes. My first test was based mainly on the reading matter and very little on class discussion. The class discussion gives you a better understanding of the subject but you are tested mainly on the reading material."

Private University

"I feel that more emphasis, in all departments, should be put on a high degree of academic excellence. An 'A' or 'B' in a high school subject does not necessarily indicate adequate, let alone, superior preparation for meeting the standards required by higher education."

Private University

"The general preparation I had for college was good with regard to its content. However, I was able to 'get by' often without developing real competence in a subject, especially the sciences. The general grasp of the subject which I have was sufficient for high school, but my lack of real competence, practice in solving more rigorous problems and discussing ideas in greater detail, is now somewhat of a handicap. If a somewhat more rigorous method were to be employed in teaching (perhaps only advanced classes) the students would be better prepared for college courses."

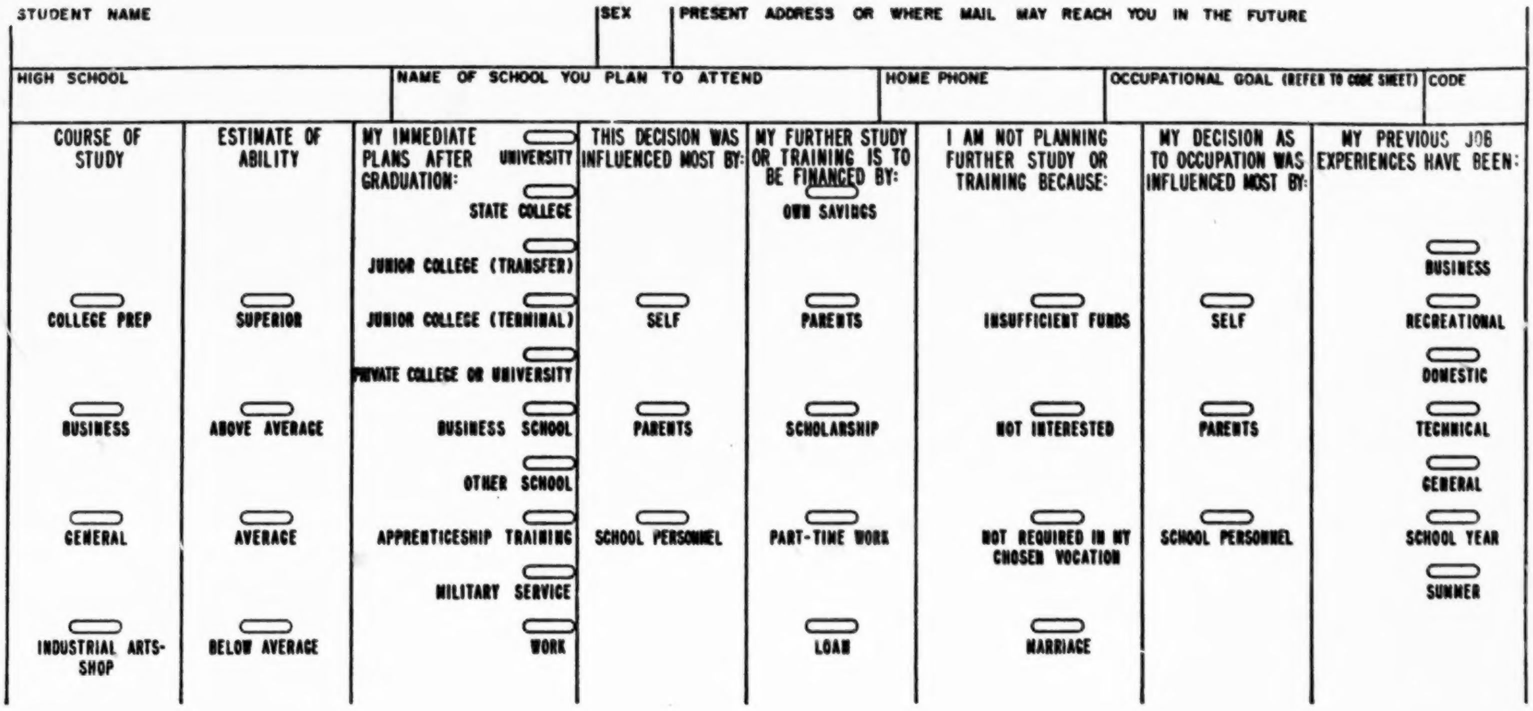
Junior College

"De-emphasis of education for the sake of income."

Working full time, dropped Junior College, Female.

"The only thing that I would have changed would have been to have someone explain the types of hell that can come up and hit a person in the face when they least expect it. I don't necessarily mean a flat outline of the future, just an idea of the sort of things that can happen to a person after he or she graduates from high school. The 'hard cruel side' of life as well as the 'sweet and successful side.' Something to show that the sweet bed of roses called freedom has countless numbers of thorns."

Card of Intent



STUDENT NAME
SEX
PRESENT ADDRESS OR WHERE MAIL MAY REACH YOU IN THE FUTURE
HIGH SCHOOL
NAME OF SCHOOL YOU PLAN TO ATTEND
HOME PHONE
OCCUPATIONAL GOAL (REFER TO CODE SHEET)
CODE

COURSE OF STUDY
- ○ COLLEGE PREP
- ○ BUSINESS
- ○ GENERAL
- ○ INDUSTRIAL ARTS-SHOP

ESTIMATE OF ABILITY
- ○ SUPERIOR
- ○ ABOVE AVERAGE
- ○ AVERAGE
- ○ BELOW AVERAGE

MY IMMEDIATE PLANS AFTER GRADUATION:
- ○ UNIVERSITY
- ○ STATE COLLEGE
- ○ JUNIOR COLLEGE (TRANSFER)
- ○ JUNIOR COLLEGE (TERMINAL)
- ○ PRIVATE COLLEGE OR UNIVERSITY
- ○ BUSINESS SCHOOL
- ○ OTHER SCHOOL
- ○ APPRENTICESHIP TRAINING
- ○ MILITARY SERVICE
- ○ WORK

THIS DECISION WAS INFLUENCED MOST BY:
- ○ SELF
- ○ PARENTS
- ○ SCHOOL PERSONNEL

MY FURTHER STUDY OR TRAINING IS TO BE FINANCED BY:
- ○ OWN SAVINGS
- ○ PARENTS
- ○ SCHOLARSHIP
- ○ PART-TIME WORK
- ○ LOAN

I AM NOT PLANNING FURTHER STUDY OR TRAINING BECAUSE:
- ○ INSUFFICIENT FUNDS
- ○ NOT INTERESTED
- ○ NOT REQUIRED IN MY CHOSEN VOCATION
- ○ MARRIAGE

MY DECISION AS TO OCCUPATION WAS INFLUENCED MOST BY:
- ○ SELF
- ○ PARENTS
- ○ SCHOOL PERSONNEL

MY PREVIOUS JOB EXPERIENCES HAVE BEEN:
- ○ BUSINESS
- ○ RECREATIONAL
- ○ DOMESTIC
- ○ TECHNICAL
- ○ GENERAL
- ○ SCHOOL YEAR
- ○ SUMMER

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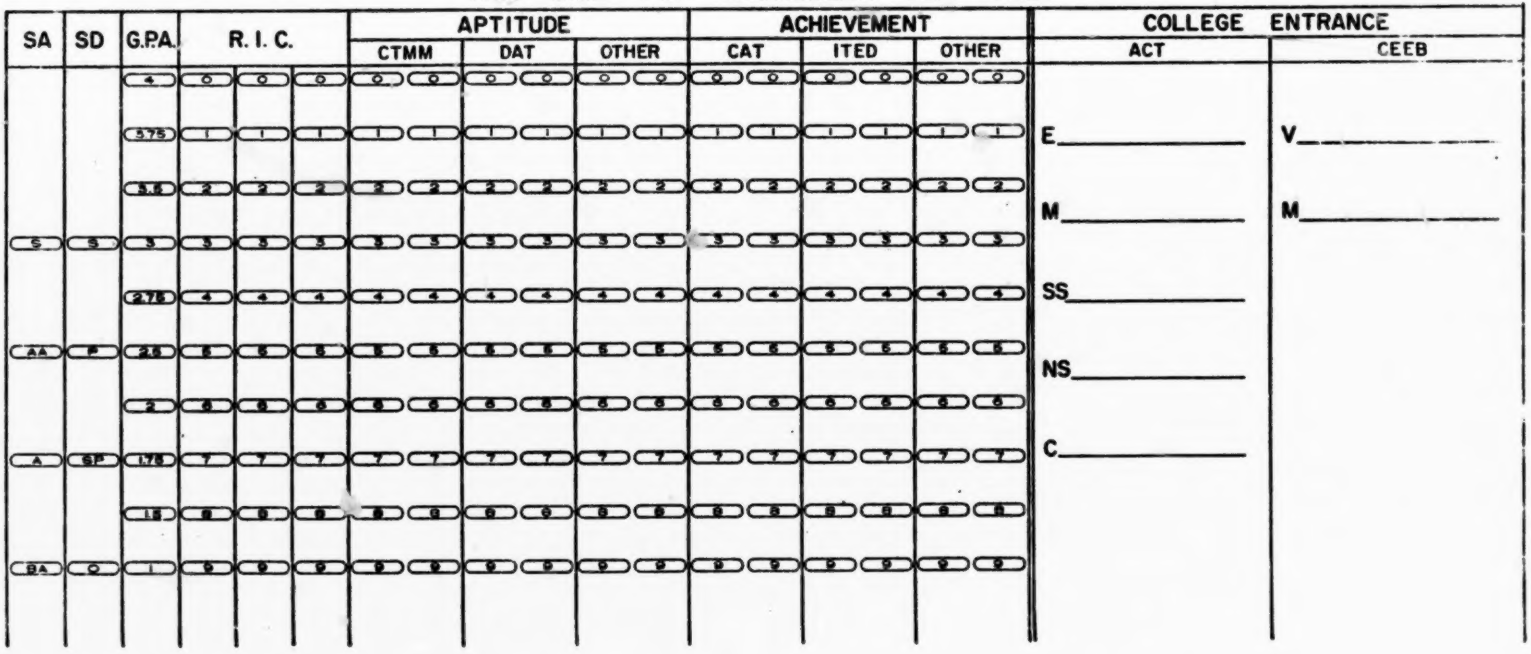
THIS SIDE FOR COUNSELOR USE ONLY



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S	S	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	M______	M______
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AA	P	2.5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	NS______	
		2	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6		
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SECTION FIVE

I. Samples of Questionnaires Used Throughout the Five Year Follow-Up Study.

Questionnaire A
November, 1963

Name______________________________________ ______________________
Girls, if married, please
write your married name here

1. Permanent Address____
Street City State

2. Present Address____
Write your present address on line two (2.) if different from that shown on line one (1.).

DIRECTIONS: Skip any question which does not apply to you.

1. Are you (check one) ____Single ____Married ____Divorced or Separated

2. What are you doing now? (Check one only)

___1. Working full time
___2. Working part time
___3. Unemployed, want work
___4. Unemployed, not seeking work
___5. In school full time
___6. In school part time
___7. School and working part time
___8. Service: Branch________________
___9. Housewife
__10. In business for self
__11. Other (Explain)________________

3. If you are employed part time or full time please describe type of job you are doing now:

Name of Firm:______________________________

Address:______________________________

Job Title:______________________________

If in armed forces, describe duty assignment:______________________

4. Check your average weekly income before taxes are taken out. (Answer Confidential)

___1. $0 - $14
___2. $15 - $24
___3. $25 - $29
___4. $30 - $39
___5. $40 - $49
___6. $50 - $59
___7. $60 - $69
___8. $70 - $79
___9. $80 - $100
___10.$100 and Over

5. Who helped you in getting a job?

___1. State Employment Service
___2. Private Employment Agency (fee)
___3. Private Employment Agency (non-fee)
___4. School teacher or counselor
___5. My own efforts
___6. Newspaper advertisement
___7. Other (Explain)______________

6. At the time you graduated, did you plan to enter your present type of work?

________Yes ______No

7. In applying for your job:

Yes	No	Don't Know	
			(a) Was a high school diploma required?
			(b) Were you asked for the name of your high school?
			(c) Did you employer ask to see your diploma?
			(d) Were you asked about your grades or academic standing?
			(e) Was your high school contacted for references?
			8. Should the high school offer more training in the type of work you are now doing? If yes, name the subject or subjects: ____________________________ ____________________________
			9. Are you now carrying out the plans you formulated in high school?

10. How do you feel about your present job?
___1. Satisfied - do not expect to change job
___2. Satisfied but expect to change job
___3. Not satisfied but do not expect to change job
___4. Not satisfied and expect to change job
___5. Other (Explain)____________________________

11. Check if you have had any of the following training since high school:

___1. Beauty College
___2. Business College
___3. Apprentice Training
___4. Military Technical Training
___5. Other Special Training (Explain)____________________________

12. If you are now attending college, check proper space:
___1. Junior College
___2. State College
___3. State University
___4. Other (Name)____________________

13. What high school subject area in which you were enrolled is most useful to you now? (For example, Art Dept., Music Dept., Social Studies Dept. etc.)

Questionnaire A

14. What high school subject area in which you were enrolled is second most useful to you now?

15. What high school subject area in which you were enrolled is the least useful to you now?

16. If you have comments or suggestions for improving any part of the school program please state them here. (If you prefer to answer this without giving your name, you may tear this off and return separately.)

Questionnaire B
For Students at Colleges or Universities
February, 1964

1. Full Name: ____
   Last First Middle Initial
2. Former Name (if different from above): ______________________
3. Name of College or University now attending: ________________
   Address: ____
4. Temporary address: ____
5. Permanent address: ____
6. High School attended: _______________________________________
7. Circle the highest grade in school completed by your parents:
   - a. Father
     1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or above
   - b. Mother
     1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or above
8. As a whole, how do you feel about your high school:
   - a. Liked it very much _____
   - b. Liked it pretty well _____
   - c. Neither liked it or disliked it _____
   - d. Disliked it more than I liked it _____
   - e. Disliked it very much _____
9. Of the extra curricular activities listed below check in the first column to the right those in which you participated. In the second column check those in which you held office. In column three check the one in which you were most interested.

	Participated	Officer	Most Interested
a. Student government	(1) _____	(1) _____	(1) _____
b. Social clubs	(2) _____	(2) _____	(2) _____
c. Athletics	(3) _____	(3) _____	(3) _____
d. Music, drama, dance or art	(4) _____	(4) _____	(4) _____
e. School publications	(5) _____	(5) _____	(5) _____
f. Literary or Language clubs	(6) _____	(6) _____	(6) _____
g. Science or Nature Clubs	(7) _____	(7) _____	(7) _____
h. Pre-occupational clubs	(8) _____	(8) _____	(8) _____
i. Service clubs	(9) _____	(9) _____	(9) _____
j. Other: ____________________	(0) _____	(0) _____	(0) _____

10. Does it matter to your parents what kind of work you do (check one each for father and mother).

	Father	Mother
a. Very much	(1) _____	(1) _____
b. Some	(2) _____	(2) _____
c. Doesn't really care	(3) _____	(3) _____
d. Left it up to me	(4) _____	(4) _____
e. Parents deceased or out of contact	(5) _____	(5) _____

11. How important is it to you to strive to get ahead in life, compared to living a relaxed life.

    a. Much more important than a relaxed life _____
    b. Somewhat more important than a relaxed life _____
    c. No more important than a relaxed life _____
    d. Less important than a relaxed life _____

12. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old. (Assume that salaries will stay about as they are now

    a. Less than $5000 _____
    b. $5000 - $7500_____
    c. $7500 - $10,000_____
    d. $10,000 - $15,000_____
    e. $15,000 - $20,000 _____
    f. Over $20,000 _____

13. If you could have your own choice in the matter, in what kind of firm, organization, or situation would you like best to work.

    a. Own business _____
    b. Own professional office _____
    c. Small business or office owned by someone else _____
    d. School or college _____
    e. Government bureau _____
    f. Military organization _____
    g. Large firm or corporation _____
    h. Hospital or other public health agency _____
    i. Homemaker _____
    j. Other (write in) ____

14. Aside from your own preference, what do you think you are most likely to be doing at age 40.

    a. Own business _____
    b. Own professional office _____
    c. Small business or office owned by someone else _____
    d. School or college _____
    e. Government bureau _____
    f. Military organization _____
    g. Large firm or corporation _____
    h. Hospital or other public health agency _____
    i. Homemaker _____
    j. Other (write in) ____

15. In thinking about whether or not to go to college, to whom did you turn for advice. (Check as many as may apply).

a. No one _____
b. Mother _____
c. Father _____
d. Brother or sister _____
e. Other relatives _____
f. Friends _____
g. High school teacher _____
h. High school counselor _____
i. Other (write in) ____

16. How much did you discuss going to college with the teachers or counselors in your high school.

	Teachers	Counselors
a. Quite a lot	(1) ____	(1) ____
b. Some	(2) ____	(2) ____
c. Not at all	(3) ____	(3) ____

17. To what extent did your teachers and counselors in high school encourage you to go to college.

	Teachers	Counselors
a. Quite a lot	(1) ____	(1) ____
b. Some	(2) ____	(2) ____
c. Not at all	(3) ____	(3) ____
d. Discouraged	(4) ____	(4) ____

18. To what extend did your high school teachers and counselors influence your decision to go or not to go to college.

	Teachers	Counselors
a. Quite a lot	(1) ____	(1) ____
b. Some	(2) ____	(2) ____
c. Not at all	(3) ____	(3) ____

19. How did your parents feel about your going to college. (Check one each for father and mother).

	Father	Mother
a. Insisted that I go	(1)	(1)
b. Very definitely wanted me to go	(2)	(2)
c. Encouraged me to go but did not insist	(3)	(3)
d. Left it completely up to me	(4)	(4)
e. Didn't think it a good idea, but didn't forbid it	(5)	(5)
f. Strongly disapproved	(6)	(6)
g. Parent deceased or out of contact	(7)	(7)
h. Don't know	(8)	(8)

20. How important was it to you to go to college.

a. Very important _____
b. Fairly important _____
c. Didn't care much about it _____

21. Of the people your own age with whom you spend most of your free time, how many are going to college.

    a. None _____
    b. Some of them _____
    c. Most of them _____
    d. All of them _____

22. Have you decided what you want to do (what occupation) when you finish your schooling?

    a. Yes _____
    b. No _____

    If your answer is yes, into what kind of work do you want to go, (be as exact as you can). ____________

    ____

23. How long ago did you decide to enter a particular kind of work?

    a. Haven't yet decided _____
    b. Decided during college _____
    c. Decided during my senior year in high school _____
    d. Decided early in high school _____
    e. Decided while in junior high or intermediate school _____
    f. Have known since elementary school _____

24. In thinking about what kind of work you might go into, to whom have you turned for advice. (Check as many as apply).

    a. No one _____
    b. Mother _____
    c. Father _____
    d. Brother or sister _____
    e. Other relatives _____
    f. Friends (own) _____
    g. Friends of the family (adult) _____
    h. High school counselor _____
    i. High school teacher _____
    j. College teacher _____
    k. College counselor _____
    l. A conference (Career Day) speaker _____
    m. Library resources (vocational file) _____
    n. On the job experience _____
    o. Talking to a person already on the job _____
    p. Other (write in) ____________________________

25. Of those listed above, circle the one who has been most helpful in selecting a vocation.

26. When did you make up your mind to go to college?

    a. After leaving high school _____
    b. During my senior year in high school _____
    c. During my junior year in high school _____
    d. Early in high school _____
    e. While in junior high or intermediate school _____
    f. Have known since elementary school _____
    g. Don't know _____

27. What colleges did you consider, in order of your preference (including junior colleges, business schools, and technical institutes) Please write the names of the colleges in full, e. g., Diablo Valley College, San Jose State College, University of Washington.

    a. First preference _______________________________________

    b. Second preference ______________________________________

    c. Third preference _______________________________________

28. Why did you want to go to the college you most prefer, compared with other colleges? (Check as many as apply).

    a. Inexpensive _____
    b. Close to home _____
    c. Parents or relatives went there _____
    d. Good academic name _____
    e. Rich social life _____
    f. Friends are going there _____
    g. Size of college _____
    h. Athletics _____
    i. Particular programs offered _____
    j. Other (write in) _______________________________________

29. If the college you chose was not your first choice, for which of the following reasons did you choose it. (Check as many as apply).

    a. Closer to home _____
    b. Cheaper _____
    c. Parents wanted me to go _____
    d. Easier to get into _____
    e. Received scholarship for there _____
    f. Other (write in) _______________________________________

30. To how many colleges did you apply.

    a. None _____
    b. One _____
    c. Two _____
    d. Three or more _____

31. If you compare the grades you have received in college with those you received in high school, which of the following statements apply.

    a. College grades better than high school grades _____
    b. College and high school grades about the same _____
    c. High school grades better than college grades _____

Questionnaire C
For Students at Junior College
February, 1964

1. Full Name: ____
Last First Middle Initial

2. Former Name (If different from above): ______________________________

3. Name of college now attending: ______________________________
Address: ____

4. If you plan to get your A.A. Degree in two years, what is your major? __________
____

5. If you plan to transfer to another college, where do you plan to attend? ________
____

6. Circle the highest grade in school completed by your parents:
   - a. Father
     1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or above
   - b. Mother
     1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or above

7. As a whole, how do you feel about your high school:
   - a. Liked it very much ____
   - b. Liked it pretty well ____
   - c. Neither liked it or disliked it ____
   - d. Disliked it more than I liked it ____
   - e. Disliked it very much ____

8. Does it matter to your parents what kind of work you do (Check one each for father and mother).

		Father	Mother
a.	Very much	(1) ______	(1) ______
b.	Some	(2) ______	(2) ______
c.	Doesn't really care	(3) ______	(3) ______
d.	Left it up to me	(4) ______	(4) ______
e.	Parents deceased or out of contact	(5) ______	(5) ______

9. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old. (Assume that salaries will stay about as they are now.)
   - a. Less than $5000 ____
   - b. $5000 - $7500 ____
   - c. $7500 - $10,000 ____
   - d. $10,000 - $15,000 ____
   - e. $15,000 - $20,000 ____
   - f. Over $20,000 ____

10. If you could have your own choice in the matter, in what kind of firm, organization, or situation would you like best to work.

    a. Own business____
    b. Own professional office____
    c. Small business or office owned by someone else____
    d. School or college____
    e. Government bureau____
    f. Military organization____
    g. Large firm or corporation____
    h. Hospital or other public health agency____
    i. Homemaker____
    j. Other (write in)________________________________

11. Aside from your own preference, what do you think you are most likely to be doing at the age of 40.

    a. Own business____
    b. Own professional office____
    c. Small business or office owned by someone else____
    d. School or college____
    e. Government bureau____
    f. Military organization____
    g. Large firm or corporation____
    h. Hospital or other public health agency____
    i. Homemaker____
    j. Other (write in)________________________________

12. In thinking about whether or not to go to college, to whom did you turn for advice. (Check as many as may apply).

    a. No one____
    b. Mother____
    c. Father____
    d. Brother or sister____
    e. Other relatives____
    f. Friends____
    g. High school teacher____
    h. High school counselor____
    i. Other (write in)________________________________

13. How much did you discuss going to college with the teachers or counselors in your high school.

	Teachers	**Counselors**
a. Quite a lot	(1)____	(1)______
b. Some	(2)____	(2)______
c. Not at all	(3)____	(3)______

14. To what extend did your teachers and counselors in high school encourage you to go to college.

	Teachers	**Counselors**
a. Quite a lot	(1)____	(1)______
b. Some	(2)____	(2)______
c. Not at all	(3)____	(3)______
d. Discouraged	(4)____	(4)______

15. To what extent did your high school teachers and counselors influence your decision to go or not to go to college.

	Teachers	Counselors
a. Quite a lot	(1)____	(1)______
b. Some	(2)____	(2)______
c. Not at all	(3)____	(3)______

16. How did your parents feel about your going to college. (Check one each for father and mother.)

	Father	Mother
a. Insisted I go	(1)___	(1)___
b. Very definitely wanted me to go	(2)___	(2)___
c. Encouraged me to go but did not insist	(3)___	(3)___
d. Left it completely up to me	(4)___	(4)___
e. Didn't think it a good idea, but didn't forbid it	(5)___	(5)___
f. Strongly disapproved	(6)___	(6)___
g. Parent deceased or out of contact	(7)___	(7)___
h. Don't Know	(8)___	(8)___

17. How important was it to you to go to college.

a. Very important _____
b. Fairly important ____
d. Didn't care much about it ____

18. Have you decided what you want to do (What occupation) when you finish your schooling?

a. Yes ____
b. No ____

If your answer is yes, into what kind of work do you want to go, (be as exact as you can). ____

____

19. How long ago did you decide to enter a particular kind of work?

a. Haven't yet decided____
b. Decided during college____
c. Decided during my senior year in high school____
d. Decided early in high school____
e. Decided while in junior high school or intermediate school____
f. Have known since elementary school____

20. In thinking about what kind of work you might go into, to whom have you turned for advice. (Check as many as apply).

    a. No one____
    b. Mother____
    c. Father____
    d. Brother or sister____
    e. Other relatives____
    f. Friends (own)____
    g. Friends of the family (adult)____
    h. High school counselor____
    i. High school teacher____
    j. College teacher____
    k. College counselor____
    l. A conference (Career Day) speaker____
    m. Library resources (vocational file)____
    n. On the job experience____
    o. Talking to a person already on the job____
    p. Other (write in)____

21. Of those listed above, who has been most helpful in selecting a vocation?

    ____

22. When did you make up your mind to go to college?

    a. After leaving high school____
    b. During my senior year in high school____
    c. During my junior year in high school____
    d. Early in high school____
    e. While in junior high or intermediate school____
    f. Have known since elementary school____
    g. Don't Know____

23. Why did you chose junior college? (Check as many as apply).

    a. Inexpensive____
    b. Close to home____
    c. Couldn't qualify for a four-year college____
    d. Good academic preparation for a four-year college____
    e. Friends are going there____
    f. Size of college____
    g. Athletics____
    h. Particular programs offered____
    i. Other (write in)____
    ____

24. If the college you chose was not your first choice, for which of the following reasons did you choose it? (Check as many as apply).

    a. Closer to home____
    b. Cheaper____
    c. Parents wanted me to go____
    d. Easier to get into____
    e. Other (write in)____

25. To how many colleges did you apply?

Name of College

a. None ____
b. One ____
c. Two ____
d. Three or more ____

____

____

____

26. If you compare the grades you have received in college with those you received in high school, which of the following statements apply?

a. College grades better than high school grades ____
b. College and high school grades about the same ____
c. High school grades better than college grades ____

Questionnaire D
For Students at Work
February, 1964

Name:__________________________________ Married? Yes_____ No_____

Former Name (If different from above)__________________________

Where employed:____

Address:____

Home Address:____

Telephone Number:____________________

Name and Address of a Class Friend:____________________________

Graduated from Ravenswood _____ Woodside _____

Salary Information: Date Started Work: ________________

Salary Started at _____________ Now Making ____________________

1. As a whole, how did you feel about your high school experience:

   (a) Liked it very much _____
   (b) Liked it pretty well _____
   (c) Neither liked it or disliked it _____
   (d) Disliked it more than I liked it _____
   (e) Disliked it very much _____

   Comments:

2. If you were planning high school work all over again, what would you take?

   Would this help you on your job? _____ How?

3. If you could go back to high school again, what would you do differently other than academically?

4. What help did you get from which high school personnel that was valuable?

5. What help would you like to have had that you didn't get?

6. Does it matter to your parents what kind of work you do? (Check one each for father and mother).

	Father	Mother
a. Very much	(1) ___	(1) ___
b. Some	(2) ___	(2) ___
c. Doesn't really care	(3) ___	(3) ___
d. Left it up to me	(4) ___	(4) ___
e. Parents deceased or out of contact	(5) ___	(5) ___

What would your parents like you to do?

7. What kind of influence did your parents have on you throughout your high school career?

8. How long ago did you decide to enter a particular kind of work?

9. In thinking about work or what kind of work you should go into, who helped you most?

a. No one
b. Mother
c. Father
d. Brother or Sister
e. Other Relatives
f. Friends
g. H.S. Counselor
h. H.S. Teacher

10. How important is it to you to get ahead in life compared to living a relaxed life?
    a. Much more important than a relaxed life _____
    b. Somewhat more important than a relaxed life _____
    c. No more important than a relaxed life _____
    d. Less important than a relaxed life _____

11. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old? (Assume that salaries will stay about as they are now).
    a. Less than $5000 _____
    b. $5000 - $7500 _____
    c. $7500 -$10,000 _____
    d. $10,000 - $15,000 _____
    e. $15,000 - $20,000 _____
    f. Over $20,000 _____

12. If you could have your choice in the matter, what kind of job or organization or situation would you like as your life work?

    a. What I am doing now _____

    b. Own business _____ Kind: ____________________

    c. Own professional Office _____ Kind: ____________________

    d. Small business or office owned by someone else _____ Kind: __________

    e. School or college _____ Kind: ____________________

    f. Government Bureau _____ Kind: ____________________

    g. Military organization _____ Kind: ____________________

    h. Large firm or corporation _____ Kind: ____________________

    i. Hospital or other public health agency ______________

    j. Homemaker ______________

    k. Other ______________

Questionnaire E
April, 1964

Name:______________________________________

Address:____________________________________

____
Girls, if married, write
your married name above

Permanent Address (If different from above)____________________________

Please check the statement which you feel best applies to you.

1. Is what you are doing now what you thought you would be doing while in high school

____1. Nothing very definite in mind while attending high school.
____2. I am not doing anything like what I had in mind while in high school.
____3. I am doing something like what I had in mind while in high school.
____4. I am doing exactly or almost exactly what I had in mind while in school.

2. If you have dropped out of college, please check your main reason below:

____1. Poor study habits
____2. Low grades
____3. No definite goal
____4. Marriage
____5. Took a job
____6. Needed at home
____7. Financial
____8. Health reasons
____9. Other (explain):
____

3. What do you expect to be doing one year from now?

____1. Attending college
____2. Working
____3. In armed forces
____4. Housekeeper
____5. Business
____6. Industry
____7. Other (explain):
____

4. Which school activity has been most helpful to you?

____1. Clubs
____2. Athletics
____3. Drama
____4. Speech
____5. Music
____6. Social Affairs
____7. Art
____8. Other (explain): ____________

5. Do you feel that the school has too many or too few required courses?

________too many ________too few

6. The methods of grading you experienced in high school were, in general:

Usually	Sometimes	Seldom	
1	2	3	(a) Consistent
1	2	3	(b) Fair
1	2	3	(c) Actual measurements of work done.

7. Which one or more of the following basic communication skills do you feel you should have had more training?

____1. Grammar
____2. Punctuation
____3. Spelling
____4. Reading
____5. Speaking
____6. Note taking
____7. Outlining
____8. Composition
____9. Penmanship
____10. Other
____

8. Could your high school have offered some subject/s it did not offer that would be helpful to you now? ______. If yes, name the subject/s____________________ ____.

9. Do you think the high school should:

	Yes	No	
1.			Offer more courses that a student could use directly in employment?
2.			Require every student to take a course in typing?
3.			Require students to take more mathematics?
4.			Require students to take more science?
5.			Require every student to take a foreign language?
6.			Have fewer required courses and allow students to take electives?
7.			Teach bright, average, and slow students in separate classes?
8.			Enforce rules of conduct more strictly?
9.			Make students study harder by requiring more homework?
10.			Provide more opportunities for students to participate in dances, parties and other social activities?
11.			Have a longer school day with more classes required for each student?

10. Which teaching method seems best for you?
(Check numbers as follows:)
1 - Very helpful
2 - Helpful
3 - Little or no help

	1	2	3	
a.				Lecture
b.				Labs
c.				Movies
d.				Class or Group Discussion
e.				Study Guides
f.				Learning by doing (shops, crafts, etc.)

11. How much has school helped you in the following ways?

a.				Using your spare time
b.				Taking part in community and civic affairs
c.				Preparation for marriage and family life

	1	2	3	
d.				Getting a job
e.				Getting along with people
f.				Preparing for future education
g.				Understanding your abilities
h.				Using good English
i.				Ability to read well
j.				Using everyday math skills
k.				Understanding principles in borrowing money
l.				Conducting your own affairs
m.				Thinking through your problems
n.				Understanding principles and practices of American form of government
o.				Speaking before groups of people
p.				Understanding world conditions and problems
q.				Understanding the influence of business on your personal life
r.				Appreciating activities in fields of arts, music and drama
s.				Developing study skills needed in college such as taking notes writing reports, term papers, etc.
t.				Organizing household work such as cleaning, cooking, etc. (girls only)
u.				Understanding how to use your money wisely

12. Indicate how much the following people helped you in planning your future while you were in high school.

a.				Parents, relatives, or other adult friends
b.				Counselors and deans
c.				Teachers
d.				Friends of my own age

13. Indicate how helpful your counselor was in the following areas:

	1	2	3	
a.				Educational planning
b.				Occupational planning
c.				Personal problems

14. For the courses you took in high school:

A. In the left column, circle the number that expresses your opinion of each course according to how you liked it.

B. In the right column, circle the number that shows the value you place on each course.

LIKE			SUBJECTS YOU HAVE TAKEN	VALUE		
Very Much	Some	Little or None		Very Much	Some	Little or None
			BUSINESS EDUCATION			
1	2	3	General Business	1	2	3
1	2	3	Typing	1	2	3
1	2	3	Recordkeeping	1	2	3
1	2	3	Bookkeeping	1	2	3
1	2	3	Clerical Practice	1	2	3
1	2	3	Office Practice	1	2	3
1	2	3	Business Practice	1	2	3
1	2	3	Shorthand	1	2	3
1	2	3	Merchandising	1	2	3
1	2	3	Consumer Ed.; Bus. Law	1	2	3
			ART			
1	2	3	General Art	1	2	3
1	2	3	Art II	1	2	3
1	2	3	Advanced Art	1	2	3
1	2	3	Crafts	1	2	3
			MUSIC			
1	2	3	Choral Music	1	2	3
1	2	3	Instrumental Music	1	2	3
			HOMEMAKING			
1	2	3	Homemaking I	1	2	3
1	2	3	Homemaking II	1	2	3
1	2	3	Homemaking III & IV	1	2	3

			INDUSTRIAL ARTS			
1	2	3	Auto Shop	1	2	3
1	2	3	Metals	1	2	3
1	2	3	Wood	1	2	3
1	2	3	Drafting	1	2	3
1	2	3	Electric	1	2	3
			ENGLISH			
1	2	3	English	1	2	3
1	2	3	Journalism	1	2	3
1	2	3	Publications	1	2	3
1	2	3	Drama	1	2	3
1	2	3	Speech	1	2	3
1	2	3	Reading	1	2	3
			FOREIGN LANGUAGE			
1	2	3	Spanish	1	2	3
1	2	3	French	1	2	3
1	2	3	Latin	1	2	3
1	2	3	German	1	2	3
			MATH-SCIENCE			
1	2	3	General Math	1	2	3
1	2	3	Algebra	1	2	3
1	2	3	Geometry	1	2	3
1	2	3	Advanced Math	1	2	3
1	2	3	General Science	1	2	3
1	2	3	Basic Science	1	2	3
1	2	3	Biology	1	2	3
1	2	3	Physics	1	2	3
1	2	3	Chemistry	1	2	3
1	2	3	Physiology	1	2	3
			PHYSICAL EDUCATION			
1	2	3	Individual Sports	1	2	3
1	2	3	Team Sports	1	2	3
1	2	3	Dance	1	2	3
			SOCIAL STUDIES			
1	2	3	Social Studies I	1	2	3
1	2	3	World History	1	2	3
1	2	3	U.S. History	1	2	3
1	2	3	Current Problems	1	2	3
1	2	3	Driver Ed. & Driver Training	1	2	3

Please comment freely on your reaction to this past year's follow-up study. (Examples: Were the questionnaires clear enough, and did they cover the type of information that you feel is valuable? Do you have any ideas for additional information that you feel should be included or eliminated in future follow-ups?)

Student Code #________
Male________
Female______

Typical Questionnaire
(F,G,H)
Sent Each Succeeding Year
For Three Years
(1965,1966,1967)

Name:____ ________________________________
Last First Middle Initial (Girls,if married,write your maiden name)

Address:____
Street City State

Telephone Number:______________ Single?____ Married?_____ Divorced or Separated?_____

DIRECTIONS: Skip any question which does not apply to you. Please check only once when directions indicate to do so.

1. What are you doing now? (CHECK ONE ONLY)

_____1. In school full time, not working
_____2. School full time & working part time
_____3. Working full time, school part time
_____4. In school part time, not working
_____13. In school part time, working part time
_____5. Working full time, not in school
_____6. Working part time, not in school
_____7. Unemployed, want work
_____8. Unemployed, not seeking work
_____ 9. Military Service
_____10. Housewife
_____14. Housewife, working
_____15. Housewife, going to school
_____11. In business for self
_____12. Other (Explain)______________
____

2. Have you changed vocational plans since the fall of 1964? Yes_____ No_____

Please state what your occupational goal is now (Everyone please answer):______________
____

3. If you have a job, please indicate what your job is: (Answer only if you are not in school)

JOB TITLE COMPANY LOCATION
____
City State

4. List the jobs you have had since January, 1965 other than the job listed above:

JOB TITLE COMPANY LOCATION
1. ____
City State
2. ____
City State

5. If you are attending school, check proper space:

_____1. Junior College
_____2. State College
_____3. State University
_____5. Private College or University
_____4. Other (Name)________________
____

Name of School:________________________
Address of School:______________________
City State

6. If you have dropped out of school at any time since high school graduation, check your reason below:

_____1. Poor study habits
_____2. Low grades
_____3. No definite goal
_____4. Marriage

_____6. Took a job
_____7. Needed at home
_____8. Financial
_____9. Health reasons

_____9. Other (Explain):__________
____
Date Dropped:__________________

12. If you have dropped college at any time since you graduated from high school, please check the kind:

_____1. Junior College
_____2. State College

_____3. State University
_____4. Private College or University
_____5. Other (Name):______________________

13. If you attended junior college, did you finish two years or graduate: Yes_____ No_____

Comments:

7. How much value was your high school training as it applied to what you are now doing? (Courses which would have been of value, modification of courses, courses that were and are extremely valuable, etc.)

8. Indicate how helpful your high school counselor was in the following areas:

1. Very helpful
2. Helpful
3. Little or no help

	1.	2.	3.	
a.				Educational planning such as: further training, college entrance, scholastic difficulties, course planning, etc.
b.				Occupational planning such as: job requirements, local opportunities, job choice, etc.
c.				Personal problems

If you care to comment, what are your reactions to the guidance and counseling program? (Helpful areas, suggestions, constructive criticism, etc.)

9. How do you feel now regarding the decision you made in high school concerning a vocational goal?

_____1. Satisfied
_____2. Dissatisfied
_____3. Entirely changed my plans made in high school

Comments:

10. In relation to your present situation and reviewing your past experiences since you left high school, could you have received help in high school that would have enabled you to make a better decision on post high school plans? Yes______ No______

Comments:

11. If you have attended college, would you indicate your college grade point average:_________
(Example: 4.0 = A, 3.0 = B, 2.0 = C, 1.0 = D)

1. Are you now on academic probation? Yes______ No______
2. Have you ever been on academic probation while in college? Yes______ No______
3. If so, when?______________________________________

.6. If you are in the military service, please check:

Enlisted 1.________ Drafted 2.________

Branch of Service:
_______1. Army
_______2. Navy
_______3. Air Force
_______4. Marine Corps
_______5. Coast Guard

Comments on Training or Experience:

14. Please briefly summarize your major experiences this past year: (include your reaction toward school, work, military, travel or whatever your activities were; if dropped school, reasons why and what activities followed; your reactions to the kind of job or jobs you've had, etc.)

15. If you wish to comment further regarding your reactions toward the high school program in relation to your past and present activities, please feel free to do so.

Final Questionnaire
April, 1968

Student Code #____
Male_______
Female_______

Name:______________________________ ______________________
Last First Middle Initial (Girls, if married, write maiden name)

Address:____
Number and Street City State

Telephone Number:____________ Single?______ Married?______ Divorced or Separated?______

Directions: Please answer all questions as they apply to you. Check only once when directions indicate to do so. Feel free to comment as you wish.

1. What is your major activity this year? (CHECK ONE ONLY)
    - _____1. In school full time, not working
    - _____2. School full time, working part time
    - _____3. Working full time, school part time
    - _____4. In school part time, not working
    - ____13. In school part time, working part time
    - _____5. Working full time, not in school
    - _____6. Working part time, not in school
    - _____7. Unemployed, want work
    - _____8. Unemployed, not seeking work
    - ______9. Military Service
    - _____10. Housewife
    - _____14. Housewife, working
    - _____15. Housewife, going to school
    - _____11. In business for self
    - _____12. Other (Explain)__________ ____________________________

2. What is your present vocational-educational goal? (EVERYONE PLEASE ANSWER):__________ ____

3. If you have a job, please indicate what your job is: (DO NOT ANSWER IF YOUR MAJOR ACTIVITY IS SCHOOL - ANSWER ONLY IF YOUR MAJOR ACTIVITY IS WORK)

    JOB TITLE COMPANY LOCATION

    A.____

    B. Is your work Permanent?______ Temporary?______ or Part-Time?______

    COMMENTS:

4. If you have worked full time one year or more during the past five years, please answer the following:

    A. Have you had any further education and/or training since high school: Yes___ No___

    1. If yes, was it provided by an employer?______
       was it on the job?______
    2. For what specific thing were you trained?______________________

(Question #4 continued)

3. If training was not on the job, where did you go for this training?
   Name of place:______________________________
4. Was it provided by a Military Service?__________
   If so, which service?______________________________
5. Or did you do the training on your own?__________
   If so, name the place______________________________

5. If you are now attending school, please complete information below:

Name of School:______________________________

Location of School:______________________________

City State

6. If you have attended college since graduation, please check the number of years completed in college by September, 1967: (One year is equivalent to 30 semester units or 45 quarter units)

A. Junior College:
   ½ year______
   1 year______
   1½ years_____
   2 years______
   Over 2 years______

B. Four-Year College:
   ½ year______
   1 year______
   1½ years_____
   2 years_____
   2½ years______
   3 years______
   3½ years______
   4 years______
   4½ years______
   5 years______

C. Would you indicate your cumulative college grade point average:__________
   (Example: 4.0=A, 3.0=B, 2.0=C, 1.0=D)

COMMENTS:

7. If you have dropped out of school, how many years have you completed:
   ½ year______
   1 year______
   1½ years_____
   2 years_____
   2½ years______
   3 years______
   3½ years______
   4 years______
   4½ years______
   5 years______

COMMENTS:

8. Date received or date you expect to receive degree__________

A. Have you received any of the following degrees?

A.A.______
B.A.______
B.S.______

M.A.______
M.S.______
Others______

Apprentice______
Other Special Certificates______

Major:____

B. Plans for further education:

COMMENTS:

9. It has been over four years since you graduated from high school.

A. From this point of time and experience, what recommendations do you have for changes that you haven't given before?

1. In the instructional programs in high school:

2. In the counseling and guidance program:

10. Please briefly summarize your major experiences this past year: (include your reaction toward school, work, unemployment, military, travel or whatever your activities were; if dropped school, reasons why and what activities followed; your reactions to the kind of job or jobs you've had, etc.)